Saskatchewan
Education

Annual Report
1989-90

Saskatchewan
Education

91-04363/

The eighty-fifth annual report of Saskatchewan Education

for the period from

July 1, 1989 to June 30, 1990

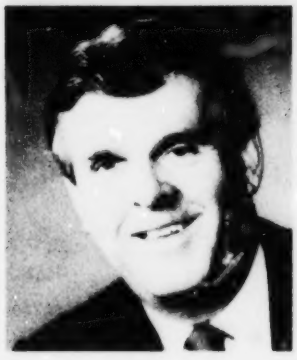
Letters of Transmittal

The Honourable Sylvia Fedoruk
Lieutenant Governor
Province of Saskatchewan

Madam:

I have the honour to present the annual report of Saskatchewan Education for the year ending June 30, 1990.

Respectfully submitted,



Ray Meiklejohn
Minister of Education

The Honourable Ray Meiklejohn
Minister
Saskatchewan Education

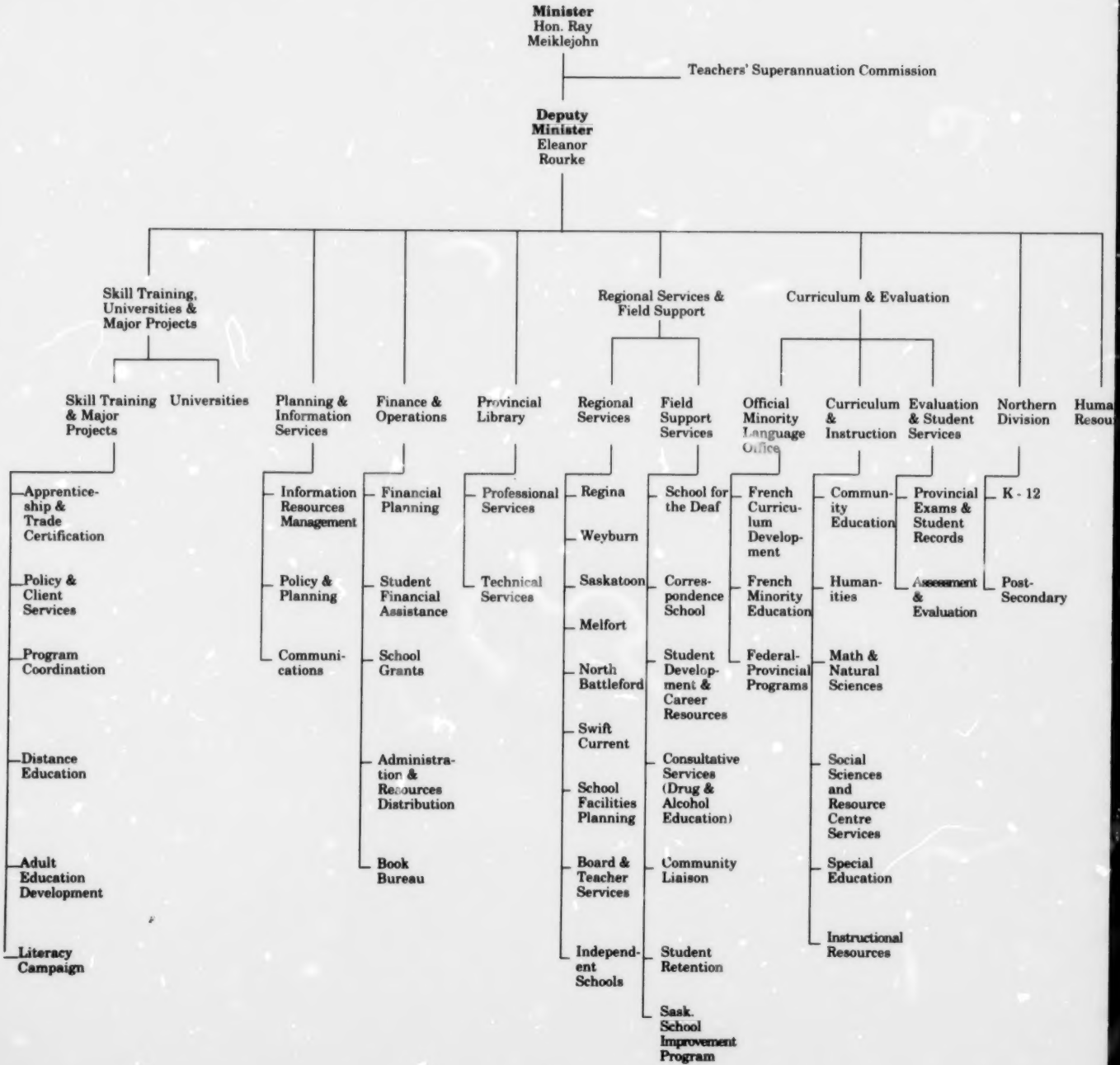
Sir:

I have the honour to present the annual report of Saskatchewan Education for the year ending June 30, 1990.

Respectfully submitted,

Eleanor Rourke
Deputy Minister
Saskatchewan Education

Department Organization



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Deputy Minister's Message

The year 1989-90 was one of both challenges and accomplishments for Saskatchewan Education. I'd like to share briefly with you some of the department's major achievements.

- Saskatchewan Education entered the second year of a twelve-year plan to implement the new Core Curriculum. A number of courses of study were developed and ready for piloting or implementation in the fall of 1990. In particular, significant progress was made in developing the science curriculum for grades one to five. Science is the first major program of study to be implemented under the new Core Curriculum.
- The department collaborated with the partners in kindergarten to grade 12 education to develop evaluation and monitoring strategies. This work included developing methods for assessing the effectiveness of the new curriculum.
- The **Indian and Métis Education Policy from Kindergarten to Grade 12** was adopted in April, 1989. The department continued to work with the education community and Indian and Métis organizations to implement the policy. The policy provides a long-term, comprehensive framework for the development of Indian and Métis education in provincial schools.
- A major milestone was reached in September, 1989 when the Saskatchewan Communications Network (SCN) began broadcasting on its narrowcast network to 35 receiving sites under contract to the regional colleges and the Saskatchewan Institute of Applied Science and Technology (SIAST). The primary objective of SCN is to create and operate a state-of-the-art education and information audio/visual network for the province. The initial year of programming on the narrowcast network was made up primarily of first year university credit courses.
- Saskatchewan Education continued to work with SIAST, the regional colleges, and the private sector to provide Saskatchewan adults with a wide range of skill training opportunities. More than 50,000 full-time, part-time and extension students enrolled in skill training programs at the four campuses of SIAST, an 8% increase from the previous year.
- Work continued on the new $92 million College of Agriculture building at the University of Saskatchewan. On completion in 1991, it will offer the most modern agricultural teaching and research facilities in the country. Saskatchewan Education and the Agriculture Development Fund together are contributing $79.8 million to the project.
- Saskatchewan Education provided $750,000 to educational organizations for computer-based literacy instruction in 1989-90 as part of the three-year agreement with IBM Canada to help Saskatchewan residents improve their literacy skills. The first two permanent IBM PALS laboratories for computer-based literacy instruction commenced operation in fall, 1988. Eight more IBM PALS labs were officially opened in 1989-90.
- Instructional materials on potash for the Saskatchewan Resource Series were completed, joining those on petroleum already in classroom use. This series is being developed in conjunction with industry to make students more aware of the importance of natural resources to our province. Future projects include kits on uranium, agriculture, forestry, and energy and the environment.
- In March, 1990 Saskatchewan Education hosted a Special Education Technology Conference **From Slates to Silicon**. The conference increased awareness of how technology can be constructively applied to special education.
- The **Final Report of the Northern Education Task Force** was completed and presented to the Minister in November, 1989. The report highlights the need for increased emphasis on teaching native languages, greater parental and community involvement in schools, and development of training programs for teachers in native languages. In June, 1990 the Minister formally responded to the report, providing an overview of how the government plans to implement the Task Force recommendations.
- The province-wide, multi-media Reading Campaign continued in 1989. The purpose of the campaign is to promote reading among children and their parents. The campaign features Readmoreforus, the Reading Dragon, and the slogan "Use Your Imagination - Read".

Most of these initiatives represent a beginning or a major stride forward. They will take several years to complete. They represent a solid foundation for future growth and development which will enable Saskatchewan people to meet the 21st century with confidence.

The Year at a Glance

July, 1989

- Saskatchewan Education announces that $750,000 has been committed to educational organizations for computer-based literacy instruction in 1989-90 as part of the three-year agreement with IBM Canada Ltd. to help Saskatchewan residents improve their literacy skills.

August, 1989

- A video prepared by Saskatchewan Education to help teachers incorporate the common essential learnings in their instruction wins an Award of Merit from the Association for Media and Technology in Education in Canada.
- The report of the Coordinating Committee for the Governance of Francophone Schools by Francophones is released, outlining a recommended system of management for francophone schools.

September, 1989

- Saskatchewan Education marks International Literacy Day by announcing that more than 2,000 Saskatchewan adults have benefited from the provincial literacy campaign since it was introduced in 1987.
- Twenty Saskatchewan teachers embark for classrooms in the United States and the United Kingdom as part of the Canadian Education Association Teacher Exchange Program.
- The University of Regina and the University of Saskatchewan begin the delivery of first year university credit programs through the Saskatchewan Communications Network to 35 receiving centres in the province.
- Saskatchewan Education begins distribution of *Design Your Future* — the new career planning guide — to all high school students throughout the province.

October, 1989

- A new Advisory Board on Independent Schools is established to provide advice to the Minister on matters relating to independent schools.
- Instructional materials on potash for the Saskatchewan Resource Series are completed, joining the petroleum instructional unit already in classroom use. The series is designed to inform students on the importance of natural resources to the province.

November, 1989

- Saskatchewan's most outstanding grade 12 students are recognized for their academic accomplishments through the 1989 Saskatchewan Scholar Awards and Achievement Awards.
- The final report of the Task Force on Northern Education is presented to the Minister of Education.

January, 1990

- A new Advisory Committee on Deaf Education is established to provide advice to the Minister on all policies and programs for the hearing impaired, as recommended by the 1988 Task Force on Education of the Deaf.

February, 1990

- A pilot project to help students who have overcome chemical dependency re-enter the school system begins operating at Marion Graham Collegiate in Saskatoon, a joint project of Saskatchewan Education and the Saskatchewan Alcohol and Drug Abuse Commission.

March, 1990

- A Special Education Technology Conference is held in Saskatoon, bringing together school division personnel, parents, health professionals, and educators to increase awareness of how technology can be constructively applied to special education.
- Saskatchewan Education sponsors the Bridging the Gap Symposium in Saskatoon; a meeting of educators, trustees, and Home and School Association representatives held to examine how students can more effectively make the transition from the secondary to the post-secondary level of the education system.
- A Business and Education Symposium is held in Regina, bringing together educators and business people to discuss their common interests and concerns.
- Northern Saskatchewan Student Awards and Lieutenant Governor's Awards of Excellence are implemented as a means of recognizing the achievements of northern students and encouraging them to complete their education.

May, 1990

- The Spotlight on Literacy Conference is held in Regina, providing a forum for professionals and volunteers from across Canada to exchange information on literacy programs and initiatives in the 1990s.

June, 1990

- Saskatchewan Education formally responds to the report of the Task Force on Northern Education, providing an overview of how the government plans to implement the Task Force recommendations.

Elementary, Middle and Secondary Education

Saskatchewan Education is responsible for developing courses of study for use in Saskatchewan's kindergarten to grade 12 schools. The department also provides a variety of support services to assist in implementing and maintaining curricula, and evaluates the effectiveness of kindergarten to grade 12 programs of instruction.

Highlights

- Pilot and implementation schedules for the new Core Curriculum were revised and distributed to schools and school divisions. Symposia dealing with the common essential learnings and the adaptive dimension were held. The development of elementary (grades 1 to 5) science was completed and implementation workshop leaders were trained.
- A video prepared by Saskatchewan Education to help teachers incorporate the common essential learnings in their instruction won an award of merit from the Association for Media and Technology in Education in Canada.
- Instructional materials on potash for the Saskatchewan Resource Series were completed, joining those on petroleum already in classroom use. The series was designed to make students more aware of the importance of natural resources to the province.
- Saskatchewan agreed to participate in a nationwide project proposed by the Council of Ministers of Education, Canada to assess the effectiveness of public education in Canada. The project will be targeted to 13 and 16-year-olds, and include an assessment of student performance in the key areas of literacy and numeracy.
- A new kindergarten to grade 12 student record system was developed and became fully operational in June, 1990.
- A symposium of educators, trustees and parents was held in March, 1990 to explore ways of improving linkages between the kindergarten to grade 12 and post-secondary levels of the education system. The symposium addressed issues identified by the Kindergarten to Grade 12/Post-Secondary Articulation Committee in two discussion papers earlier in the year.

Curriculum Development

Core Curriculum

Implementation of Saskatchewan Education's new Core Curriculum entered its second year with continued emphasis on course development, in-service training, and ongoing consultation.

A number of new courses of study were developed and made available for implementation by Saskatchewan Education. Work continued on incorporating the common essential learnings into curriculum guides in each of the new courses making up the required areas of study.

Several new courses of study were in the pilot stage while curriculum guides in elementary science, Native Studies 10, cosmetology and commercial cooking were ready for implementation. Workshop leaders were trained for fall, 1990 implementation of elementary science. A document for standardizing curriculum guide content and format was developed to facilitate the curriculum development process.

Revised curriculum pilot and implementation schedules were distributed to schools and school divisions during the 1989-90 school term. The purpose was to provide school divisions with a more gradual, manageable implementation process and also give Saskatchewan Education a timetable that furthers the objective of developing quality curricula.

A new *Bulletin on Core Curriculum* was developed and distributed to schools and school divisions. It provides information on implementation, in-service and staff development, and related initiatives. It was followed by an update bulletin in science, the first of a series to be sent out by the various branches of Saskatchewan Education's Curriculum and Instruction Division.

Two important features of Core — the common essential learnings and the adaptive dimension — continued to receive considerable emphasis in 1989-90. Both were the topics of symposia and institutes attended by teachers, university personnel, school trustees, and other education administrators from around the province. Participants provided valuable feedback about in-service activities and the foundation paper being developed around the adaptive dimension.

The adaptive dimension and common essential learnings have as great a bearing on effective instruction as they do on sound curriculum design. Both can enhance teachers' instructional skills while also supporting student learning through major curriculum development activity.

For this reason, the provincial staff development plan focused on incorporating the common essential learnings and the adaptive dimension into instructional practice during the year. A resource guide and school level in-service modules were developed and will be piloted early in the next school term.

A key feature of the implementation plan was ongoing consultation. Curriculum advisory committees in all of the required areas of study were in place to provide advice on course development. External reference committees were also established to monitor the development of other curriculum initiatives such as the instructional resources guide and the curriculum guide standardization document. In addition, the Kindergarten to Grade 12 Education Program Policy Advisory Committee provided input on Core development and implementation. All major educational organizations are represented on the Committee.

Humanities

Arts Education

Revisions of the grades 1 to 5 arts education curriculum were begun in order to meet standardization guidelines. In-service sessions were held for teachers who indicated an interest in becoming in-service leaders for implementation. Support materials were prepared, including Saskatchewan Art Works slide sets and teaching videos designed to model teaching strategies for dance and drama in the classroom. Province-wide implementation of the grades 1 to 5 curriculum is scheduled for September, 1991.

In January, 1990 a limited field review was conducted for the grade 9 arts education curriculum. Feedback was incorporated into an interim edition. This was necessary as arts education becomes compulsory for all grade 9 students beginning in fall, 1990. In June, 1990 in-service was provided in each region of the province for teachers who will be using this interim edition to meet the grade 9 requirement. In September, 1990 additional in-service sessions will be held for teachers who were unable to attend the June sessions.

English Language Arts

The three year English language arts piloting phase began in fall, 1989. Eighty-four grades 1 to 3 teachers piloted the instructional strategies, evaluation strategies, and sample units in the pilot edition of the curriculum guide over the period September, 1989 to January, 1990.

Feedback from these teachers directed the development of the grades 4 to 5 pilot curriculum guide which was sent to 54 pilot teachers in December, 1989. Pilot in-service sessions began in January, 1990 and were completed in April.

Feedback obtained from the initial year of piloting was used in formulating the grades 1 to 5 pilot curriculum guide. This guide was sent to pilot teachers in June, 1990 in preparation for the second year of testing. The final pilot year will be the 1991-92 school year.

A draft script for a language development video was completed. Filming will commence in the 1990-91 school year. The video will be used for in-service sessions with teachers, administrators and parents in preparation for province-wide implementation scheduled to begin in September, 1992.

Kindergarten

A Kindergarten Curriculum Advisory Committee was established in spring, 1989 and has since met several times.

At present curriculum guides begin at the grade 1 level. Advisory Committees in each of the subject areas have investigated the kindergarten objectives for their area and developed recommendations for the kindergarten year. These will be integrated into one curriculum guide for use by kindergarten teachers.

A needs assessment for kindergarten curriculum revision was undertaken in the 1989-90 school year. All kindergarten teachers in the province were surveyed. The results will be used to guide the development of kindergarten curriculum documents during the 1990-91 school year.

Social Sciences

Social Studies

Objectives for social studies and history curriculum development are closely tied to the Core Curriculum Pilot Schedule and the recommendations of the 1983 *Social Sciences Reference Committee Report*.

In keeping with these objectives, curricula for grades 4 and 5 have been developed. The grade 6 curriculum, accompanied by an activity guide, went into its first year of piloting. The revised grade 9 curriculum and activity guides underwent their second year of piloting. These courses were revised as feedback from teachers was received.

The grade 10 social studies and history curricula were prepared for the first year of piloting commencing in fall, 1990. Development of activity guides for these courses began and will continue throughout the course of the piloting. The grade 11 social studies and history courses were in the early stages of development.

Heritage Languages

Overview

Saskatchewan Education designs and delivers German and Ukrainian language programs. Consultative services are also provided for program planning, along with in-service sessions for school divisions and community groups.

Both core and bilingual programs are offered. Core programs are those in which the heritage language is taught as a subject. Bilingual programs are those in which the heritage language is used as the medium of instruction for a maximum of 50% of the school day.

A Heritage Languages Liaison/Reference Committee was established during the year to provide advice on heritage language education in Saskatchewan. The Liaison/Reference Committee replaced the Minister's Advisory Committee on Heritage Languages. The Advisory Committee was discontinued, having completed its task of developing an initial framework for heritage languages policy development.

The mandate of the Liaison/Reference Committee is to provide direction to Saskatchewan Education's Heritage Languages Unit in areas such as legislation, policy and programs, funding, organizational structures and interagency liaison.

The report of the Task Force on Multiculturalism was released by Saskatchewan Culture, Multiculturalism and Recreation in October, 1989. A number of the report's recommendations were relevant to heritage languages. Saskatchewan Education developed an action plan for implementing these recommendations.

German

German language instruction is offered at various levels of the school system, with the majority of enrolments in grades 9 to 12. The Correspondence School also offers grades 9 to 12 German language courses.

A two-year proposal for German program development was completed. The interim edition of a curriculum guide and handbook for grades 7 to 12 was printed in June, 1990. The preliminary draft of the kindergarten to grade 12 German curriculum guide is scheduled for completion in fall, 1990.

Support was provided for the development of software materials to enhance the German language program.

Ukrainian

A range of Ukrainian language programs is offered in Saskatchewan schools. Core Ukrainian is available from kindergarten to grade 12. The Saskatchewan Correspondence School offers Ukrainian language courses for grades 9 to 12.

The Ukrainian-English bilingual program now serves kindergarten to grade 10, and is scheduled to continue through to grade 12. The bilingual curriculum guide for kindergarten to grade 3 was implemented during the year. The grades 4 to 8 guide has been piloted and is in the final stages of development. Work is continuing on the grades 9 to 12 curriculum guide.

In May, 1990 Saskatchewan Education and the Ministry of Education for the Ukrainian Soviet Socialist Republic signed an agreement that provides for cooperation in many areas of education. In the years ahead this will lead to the sharing of curricula and instructional materials, student exchanges at the high school and university level, and teacher exchanges.

Mathematics, Natural Sciences, and Practical and Applied Arts

Mathematics

The Mathematics Curriculum Advisory Committee and in-house program team met regularly as curriculum development accelerated.

A major background paper entitled *Charting the Course* will be published by the Saskatchewan Instructional Development and Research Unit in fall, 1990. The paper will provide a framework for mathematics curriculum development over the long term.

The field reaction project was completed by spring, 1990 and policy recommendations are being finalized.

The new elementary level mathematics curriculum is being developed with the intent of piloting in fall, 1990. Development of secondary level curriculum will also commence in fall.

Science

The elementary level science curriculum project is nearing completion. Additional piloting and in-service training will guide the final stages of development.

The *Curriculum Guide* and *Information Bulletin — Key Resources* will be published in summer, 1990. Teacher-leaders were prepared in April and May, 1990 for province-wide implementation starting in September, 1990.

Piloting of the grade 10 science curriculum was extended to allow for curriculum guide revisions and additional resource support identification.

Proposals for the biology, chemistry and physics curriculum guides were circulated to teachers for review and comment. Draft documents are being readied for piloting in fall, 1990.

The Science Curriculum Advisory Committee and in-house program team continued to meet. Feedback from the ad hoc articulation groups was also received on a regular basis. A special *Update Bulletin* was prepared and distributed to teachers to keep them advised of curriculum development in science, mathematics, and practical and applied arts.

Saskatchewan Resource Series

The Saskatchewan Resource Series is being developed in conjunction with industry to inform students on the importance of major natural resources to the province. The series consists of videos and related print material on the significance of key resources such as petroleum, potash, agriculture, uranium, and forestry. It is designed to enhance science curricula at the grades 7 to 10 level.

The first instructional kit in the series dealt with petroleum and was distributed to schools in March, 1989. A second kit on potash was distributed in October, 1989. Future projects include kits on uranium, agriculture, forestry, and energy and the environment.

Agriculture in the Classroom Project

The Agriculture in the Classroom Project gives

Saskatchewan students a better understanding of agricultural issues and also encourages them to pursue careers in agriculture.

A Reference Committee composed of representatives from major agriculture and education organizations is in place to provide ongoing advice on the project to the consultant.

Progress was made in integrating agricultural topics and themes into existing and developing curricula. Science, social studies, and accounting are some of the curricula currently being dealt with.

In addition, an instructional kit on agriculture is being developed as part of the Saskatchewan Resource Series. Instructional material on soil conservation is being prepared in conjunction with the Prairie Farm Rehabilitation Administration. Input is provided to the educational program associated with Agribition displays and with other groups. Evaluation of key agricultural resources to support curricula is conducted on an ongoing basis.

Computer Education

The Computers in Education Advisory Committee reformulated policy with respect to computer applications and computer science. A new statement of direction was issued in January, 1990.

The committee prepared two additional documents which will be available for distribution during the 1990-91 school year. The *Learning Continuum Handbook* provides a scope and sequence for introducing computer education from kindergarten through grade 12. *Integrating Computers Into Curriculum and Instruction: A Teachers' Self Study Guide* is designed to assist teachers with integrating computers into their classroom courses.

Suitable software programs are being identified for use in the required areas of study.

There was ongoing involvement in special projects such as development of the Saskatchewan Communications Network (SCN) and technology for use by special education students.

Business Education

The Business Education Advisory Committee completed preliminary definitions of the aim, goals, concepts and framework components for business education. The committee's recommendations were presented to the field for review and comment by way of a questionnaire. This feedback will help to shape the final policy framework.

Curriculum development began with the writing of curricula in accounting. Piloting of Accounting 16, 26 and 36 will take place in the 1990-91 school year. Revisions to accounting and development of the other curricula in business education will take place in 1990-91.

Cosmetology and Commercial Cooking

Interim secondary level curriculum guides were completed. Foundational objectives for the common essential learnings were incorporated into the curricula. Implementation starts in fall, 1990.

Health and Physical Education

Health

The new grades 7, 8 and 9 program of study has now been implemented in the province's schools. In-service workshops were held, as required, on preferred strategies for teaching the new course. Development of additional instructional units for the family life components of the course was completed. In-service on teaching these units began in spring, 1990 and will continue in fall. Evaluation of instructional resources continued.

A grades 8 and 9 unit on Acquired Immune Deficiency Syndrome (AIDS) has been developed and is available for classroom use. A secondary level AIDS unit was completed and in-service training began. Training will continue in the fall of 1990.

It is Saskatchewan Education policy that the teaching of controversial issues in health is an option to be determined at the local level. The policy specifies that potentially controversial units can be offered only with local board and administration approval. Parents must be informed of the specific program plans. There is also a provision whereby students can opt out of the courses if their parents so request. This policy has been well received by teachers and parents.

Physical Education

The Physical Education Advisory Committee met seven times during the year to review and provide advice on policy proposals and curriculum development.

Committee members were involved in widespread consultation on the physical education foundation paper, a process which included regional meetings. A response to the field reaction and revisions to the foundation paper are being prepared.

A subcommittee was formed to meet with members from the Health Education Advisory Committee respecting an integrated physical education/health education curriculum at the grade 10 level. After a series of joint meetings, the subcommittee made recommendations respecting the aim and goals of an integrated program.

Development of an integrated program will begin in 1990-91, and work will also continue on the middle years curriculum guide. Both areas are scheduled for pilot in 1991-92.

Support to Curriculum Processes

School Libraries

Saskatchewan Education worked with the Saskatchewan School Library Association in preparing 32 field consultants to provide in-service training to school staff on resource-based teaching strategies. Sixteen teams delivered workshops at 28 pilot schools.

The workshops were very effective in enhancing teachers' understanding of the relationship between resource-based learning and the Core Curriculum. These workshops will continue to be made available during the 1990-91 school year.

School divisions can obtain assistance from Saskatchewan Education on request in planning for improved school library service. Administrators' workshops to promote implementation of the provincial school libraries policy are also available to school divisions upon request.

A revised edition of *Selection Aids for Saskatchewan Schools* was mailed to all schools in April, 1990. This publication serves as a reference for teacher-librarians to help them select appropriate resource materials for use in their schools.

Locally Developed Courses

The needs of certain students may not be adequately met through provincially developed courses. When this occurs, locally developed or modified courses of study may by developed to complement the school program. These courses require provincial approval if students are to receive credit for them.

Saskatchewan Education assists individual schools by reviewing locally developed courses and either approving them or suggesting revisions to bring them in line with provincial standards. A wide range of locally developed courses are currently approved for credit.

A manual entitled *Locally Developed and Modified Courses, Policy and Procedures* was released during the school year. The manual along with in-service training for administrators will enable better management of application procedures, evaluation and registration.

In spring, 1990 the first applications falling under the new policy guidelines were received. Submission dates were relaxed to ease the transition to the new procedures.

Resource Centre

Saskatchewan Education's Resource Centre provides research and reference support to department staff, directors and superintendents of education. These services are also provided to the general public through the inter-library loan system.

In addition, the Resource Centre handles production and distribution of large print and braille books along with audiotapes to visually impaired students in Saskatchewan schools.

In 1989-90 the Resource Centre:

- handled 2,605 requests for information, including computer searches;
- processed 10,912 requests for professional materials and 814 requests for special materials;
- processed 2,849 inter-library loan requests;
- catalogued 1,188 professional titles and 221 special materials; and,
- produced 127 large print books.

Instructional Resources

Materials Evaluation

Saskatchewan Education evaluates textbooks, films, videotapes, computer courseware and other instructional materials to ensure their suitability for use in provincial schools. Evaluations are done by department staff in conjunction with 594 volunteer teachers, principals and school administrators who assist in field testing.

Priority areas in 1989-90 were grades 1 to 5 and grade 9 arts education, kindergarten to grade 6 and grades 10 to 12 science, kindergarten to grade 5 mathematics, grades 6 to 9 social studies, grade 10 social studies and history, and kindergarten to grade 5 and grades 7 to 12 English language arts. Additional priorities included work experience, business education, cosmetology, commercial cooking, gender equity, instructional strategies, and selection aids for school libraries.

During 1989-90 a total of 258 textbooks were reviewed for use in Saskatchewan schools. Evaluations were completed on 3,912 books, filmstrip kits and computer courseware kits along with 73 sixteen millimetre films and 586 videotapes.

Production Planning

A new slide-tape presentation entitled *Arts Education* was prepared. The program attempts to show the historical, cultural and recreational importance of art and also encourages support for the arts in education.

A unique visual resource was developed for grades 9 and 10. It consists of 40 slides of art works from a variety of Saskatchewan artists and includes anglophone, francophone, Indian and Métis representation.

An in-service video was produced for dance and another for drama. These are valuable tools for teachers who received in-service training on the elementary arts education curriculum.

School Telecasts

Over a thirty-two week period a series of programs were broadcast to students through the school telecast service. The programs aired for thirty minutes per day, five days per week during school hours. This service is provided by Saskatchewan Education in cooperation with the Canadian Broadcasting Corporation (CBC) and CBC affiliates. These programs addressed topics such as language arts, mathematics, science, social studies, environmental studies, native studies, and arts education.

Gender Equity Initiative

The gender equity initiative was undertaken in September, 1989 to promote change in curriculum and instructional practice that will bring about greater equity for all students.

In fall, 1989 a series of workshops were held for curriculum writers/developers to raise awareness of gender equity issues in the curriculum and examine

how these can be addressed. The workshops examined issues for both males and females. Some of the topics covered included the evaluation of materials, non-sexist language, equitable instructional methods and strategies, and assessment of the school environment.

Priority was also given to identifying and evaluating instructional resources and professional material to support the integration of gender equity across the curriculum.

A Minister's Advisory Committee was formed to provide advice on the development of gender equity policies and programs. Groups represented on the committee include the Saskatchewan School Trustees Association, the Saskatchewan Teachers' Federation, the League of Educational Administrators, Directors and Superintendents, and the two universities. Three meetings were held during the year to review a policy document which will be sent to schools in the 1990-91 school year.

Program Implementation

Overview

A network of regional curriculum coordinators is in place to coordinate teacher in-service education activities for new or revised provincial curricula. The coordinators also support in-service education projects initiated by directors, superintendents and professional development committees. The services of consultants and practising teachers are used by the coordinators to further their activities.

Teachers with certain areas of expertise are seconded from boards of education for short periods of time and trained as workshop leaders. They are then available for regional and inter-regional in-service education activities.

Field review, pilot projects, leadership training and implementation of new programs make up the majority of in-service activities.

Field Review

Arts Education

Twenty-nine teachers attended an in-service session on the proposed grade 9 arts education curriculum. The majority of these teachers will pilot the course in the 1990-91 school year. Feedback was provided to curriculum developers on the viability of the program.

Physical Education

Field studies were initiated in November and December, 1989 to obtain feedback on the policy proposals outlined by the Physical Education Curriculum Advisory Committee. Input was sought from physical education teachers, administrators and central office personnel. Two hundred sixty-one participants were involved in six regional workshops. The information collected will be used as the basis for a response to the field, and also to revise the position paper.

Pilot Projects

Accounting

An initial session was held for pilot teachers to become oriented to teaching the new curriculum for the secondary level. Twenty teachers participated in a one-day session of in-service training.

Arts Education

Fifty-two kindergarten to grade 5 teachers attended an evaluation session to provide curriculum writers with feedback on the four components of drama, dance, music and visual art. A two-day workshop was held for additional pilot teachers who joined the project later in the year. More sites were added to enlarge the pool of potential workshop leaders. This project has one more term of piloting to complete before implementation.

English Language Arts

Selected units in grades 1 to 5 English language arts were piloted. In-service training was conducted to assist teachers with the pilot process and enable them to provide feedback to developers of the draft units. Fifty-two teachers took part in four days of in-service training.

Entrepreneurship

This project completed its first year of activity. Fourteen teachers were involved in two days of in-service training, receiving orientation on a resource series that has the potential to support future curriculum development.

Native Studies

Native Studies 10 completed its final year of piloting. Seventeen teachers from provincial schools along with representatives from band and federal schools attended two days of in-service training. Feedback was provided on the development of the curriculum guide, the teacher resources guide and the student resources guide. Native Studies 10 will be implemented in the 1990-91 school year.

Science

Piloting of elementary science continued. Four workshop days were held throughout the province to obtain feedback and provide ongoing support. Two workshop days were also held for new additions to the pilot process, and to enlarge the pool of potential workshop leaders. Elementary science will be implemented in the 1990-91 school year.

Piloting of grade 10 science continued. Three days of in-service sessions were held for teachers to provide feedback to the writers and become more familiar with the revised documents.

Initial piloting of grades 11 and 12 chemistry, physics and biology began. Sixty teachers attended a one-day in-service session to receive orientation on the pilot process.

Social Studies

Piloting of grade 6 social studies began in the 1989-90 school year. Thirty-six teachers attended three one-day workshops to become familiar with the curriculum guide and provide feedback to the writers.

Seventy-one teachers attended two one-day workshops on the new grade 9 social studies course, providing feedback on the curriculum guide and materials package to the writers. The final year of piloting for this course will be 1990-91.

An initial session for pilot teachers of grade 10 history and social studies was held to examine curriculum documents and provide feedback to writers/developers. Fifty-five teachers participated in one day of in-service training.

Leadership Training

Science

One hundred seven pilot teachers of kindergarten to grade 6 science attended a two-day provincial workshop at which they were trained as workshop leaders. This workshop was followed by regional planning sessions. These teachers will act as leaders at division level implementation workshops, providing two days of in-service training to elementary science teachers.

Implementation of New Programs

Arts Education

Two-day workshops in grade 9 arts education were offered at the regional level to teachers implementing the interim curriculum guide. One hundred eighty teachers participated in these workshops. A one-day, follow-up workshop is scheduled for fall, 1990.

Practical and Applied Arts

One-day implementation workshops were held for cosmetology and commercial cooking, in conjunction with the Industrial Education Association Conference. Fifteen teachers attended these workshops.

Evaluation

Overview

The 1989 *Final Report of the Advisory Committee on Evaluation and Monitoring* outlined a comprehensive strategy for evaluation, monitoring and accountability in Saskatchewan schools.

Significant progress was made in 1989-90 towards the overall goal of improving the accuracy with which the effectiveness of the kindergarten to grade 12 curriculum is measured.

Specific priorities identified for development and implementation included:

- in-service programs to enhance teacher understanding and expertise in student evaluation and program evaluation;
- materials to improve the evaluation component within new curricula;
- a curriculum evaluation project;
- support services for policy development in evaluation at the school and school system level;
- a review of teacher accreditation and provincial examination structures; and,
- a framework to monitor the effectiveness of the provincial education system.

Four new Ministerial advisory committees were established for a one-year period to provide input and guidance in pursuing these objectives: the Curriculum Assessment Reference Committee, the Program/ Student Evaluation Advisory Committee, the Accreditation and Provincial Examinations Review Committee, and the Education Indicators Advisory Committee. These committees have representation from the Saskatchewan Teachers' Federation, the Saskatchewan School Trustees Association, the League of Educational Administrators, Directors and Superintendents, the Indian and Métis Education Advisory Committee, the two universities, and Saskatchewan Education.

Curriculum Evaluation

The mandate of the Curriculum Assessment Reference Committee is to provide advice on the development and implementation of an evaluation program for monitoring the effectiveness of the new Core Curriculum.

An initial draft of an evaluation program was completed in June, 1990 and will be presented to the major educational organizations in November. Piloting of assessment materials will begin in May, 1991.

Program Evaluation/Student Evaluation

The respective mandates of both the Program Evaluation and Student Evaluation Advisory Committees are to advise and assist in revising the Student Evaluation Handbook, and in promoting the Saskatchewan School Based Program Evaluation Project.

Continued progress was made on revisions to the Student Evaluation Handbook. The purpose of the handbook is to provide teachers with additional information on effective evaluation practices.

Saskatchewan Education has contracted the Saskatchewan Instructional Development and Research Unit (SIDRU) at the University of Regina to assist with the project. The target completion date is spring, 1991.

The Saskatchewan School-Based Program Evaluation Project assists educators in planning, conducting and reporting program evaluations at the school and classroom level. Workshops were presented to schools and school divisions upon request.

An additional 18 teams participated in program evaluation projects during the reporting year, bringing the total number of teams now actively involved to 47.

Accreditation and Provincial Examinations Review

The Accreditation and Provincial Examinations Review Committee provides advice on accreditation and examination policies and procedures. The committee's final report was completed in June, 1990. A strategy for implementing recommendations contained in the report will be presented to a broader audience for feedback in the fall of 1990.

Education Indicators

The Education Indicators Advisory Committee was established to assist with development of a system effectiveness indicators model for education in Saskatchewan. Significant progress was made on developing the model during the year. It will be presented to major education organizations for review and comment in fall, 1990.

Parents' Guide to Student Evaluation

As a follow-up to the *Final Report of the Advisory Committee on Evaluation and Monitoring*, the Minister of Education sent a letter and information package on evaluation to parents and educators throughout the province in March, 1990. A booklet entitled *Understanding Evaluation: A Parent Guide* was also prepared to help parents understand how their children are evaluated at school. The booklet was mailed to all parents who responded to the Minister's letter.

Transcripts and Evaluations

Documents of high school standing for out-of-province students are evaluated by Saskatchewan Education to determine Saskatchewan secondary level course and credit equivalencies.

A Credit Transfer Guide was distributed to Saskatchewan schools in August, 1989. The guide was developed to help principals and guidance counsellors make informed decisions on the placement of out-of-province students within the Saskatchewan secondary school system.

The objective is to help school officials at the local level with their initial assessment of students from outside Saskatchewan. Final evaluation and placement is done by Saskatchewan Education.

A total of 1,474 students requested evaluations in 1989-90. An additional 295 students from recognized music schools and conservatories along with 168 students in Cadet Training were evaluated and granted standing.

A total of 50,944 transcripts of high school marks were issued to universities, post-secondary institutions and students.

Consultative services were provided to the public on high school requirements, admission requirements to post-secondary institutions and equivalent standing granted by other provinces to Saskatchewan students.

Grade 12 Examinations

Saskatchewan Education administers examinations for grade 12 students instructed by non-accredited teachers. These examinations are written in January, June and August each year.

Traditional examinations were prepared for six subjects at the grade 12 level while machine scored examinations were prepared for 12 subjects. Approximately 25,000 papers were marked over the three sittings. More than 600 writing centres were provided in-province and 15 out-of-province to accommodate the examination process.

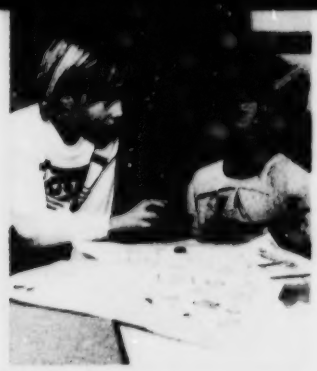
Student Record System

Development of a new student record system was completed. The system was fully operational by June, 1990. It is expected to meet Saskatchewan Education's evaluation needs for the next 10 to 15 years. The new system is designed to produce accurate transcripts, improve the delivery of information, enable assessments of curricula, and provide reliable data for analyses of school system effectiveness.

International Assessment of Mathematics and Science

In September, 1989 Saskatchewan joined with 20 countries and 9 Canadian provinces in planning and piloting the 1991 International Assessment of Educational Progress (IAEP) in mathematics and science. The purpose of IAEP is to compare student performance among the participating jurisdictions, and to report on educational and cultural factors associated with high achievement, as well as students' attitudes, backgrounds, and experiences. The project is being coordinated by Educational Testing Services of Princeton, New Jersey.

A sampling of approximately thirty 13-year-old students from each of 110 schools will be involved in the assessment, which will consist of a written test and a performance ("hands on") component. All 13-year-old students in French Immersion and francophone programs will take part in the assessment.



Administration of the assessment is to occur in March and April of 1991.

Kindergarten to Grade 12/ Post-Secondary Articulation

Overview

Education is now, more than ever, a lifelong process. All spheres of human activity, from employment prospects to recreational pursuits to responsible citizenry, require regularly updated knowledge.

The 1987 amalgamation of the departments of Education, Advanced Education and Manpower, and Saskatchewan Library was undertaken with this in mind. Saskatchewan Education now has responsibility for kindergarten to grade 12 education, all post-secondary education and training, and coordination of all libraries throughout the province.

This has meant improved coordination of education programs at all levels of the education system. It has meant a department better able to deliver the kind of ongoing learning that Saskatchewan students of all ages will require in the years ahead.

Kindergarten to Grade 12/Post-Secondary Articulation Committee

In December, 1988 a Kindergarten to Grade 12/Post-Secondary Articulation Committee was established to provide a mechanism for improved communication between the kindergarten to grade 12 (K-12) and post-secondary levels of the education system.

The committee has a mandate to:

- provide a direct communication link between the K-12 and post-secondary education systems;
- suggest ways of improving consistency in education policies between the K-12 and post-secondary systems; and,
- identify gaps or duplications in education programs.

In the course of its initial meetings, the committee identified three issues as priorities for further study.

First, high school students who choose to pursue higher education may face what has come to be known as the "required credits dilemma". Students often encounter difficulty maintaining a balance between meeting Core Curriculum requirements for secondary schools, meeting varied post-secondary entrance requirements, and making a personal selection of programs within the normal three years of high school.

Second, concerns have been expressed by post-secondary institutions about the readiness of high school graduates for higher learning. Not all grade 12 graduates are adequately prepared to embark on post-secondary study. Finally, there is a need for better communication between high school and post-secondary educators.

These issues provided the framework for *Bridging the Gap*, a discussion paper prepared by the committee for distribution to educators and the Saskatchewan Home and School Association (SHSA) in October, 1989. The response to *Bridging the Gap* was both extensive and constructive. It provided the basis for a second discussion paper and a subsequent symposium.

Bridging the Gap Symposium

The Bridging the Gap Symposium was sponsored by Saskatchewan Education to further the goal of improved coordination between all levels of the education system. It was held on March 8-9, 1990 in Saskatoon and attended by 150 educators, school trustees and representatives from SHSA with an interest in secondary and post-secondary education.

The symposium focused on issues identified in the discussion paper and potential means of addressing them. The response to *Bridging the Gap* along with the symposium proceedings are being used by the K-12/ Post-Secondary Articulation Committee as the basis for a report on how best to ease the transition from the K-12 to the post-secondary system. The committee will present its report to the Minister in October, 1990.

University Education

Saskatchewan Education works with officials and educators in the university sector to promote high quality post-secondary education. The department develops policy, administers the university capital and operating grants programs, and maintains ongoing liaison with the university community.

Highlights

- Work continued on the new $92 million College of Agriculture Building at the University of Saskatchewan. Upon completion in 1991, it will offer the most modern agriculture teaching and research facilities in the country.
- The Summer Centre for International Languages (SCIL) completed its second year of operation at Luther College. Korean, Italian, German and Cree were added to existing courses of instruction in Japanese, Mandarin Chinese, Arabic, Russian, Hindi, and Spanish. Construction of additional facilities for Luther College to accommodate the SCIL program will commence in summer, 1990.
- Construction began on the new Language Training Institute (LTI) at the University of Regina. Under a federal-provincial agreement, LTI will become a centre for language studies for all of Western Canada.
- A new Advanced Education Enhancement Fund (AEEF) was established in March, 1990, taking the place of the University and Institute Enhancement Fund. AEEF is broader in scope than its predecessor, and is being used to maintain top quality programs in the arts and sciences, professional fields and skill training.
- Work continued on developing a wide range of first and second year arts and science programs for delivery through the Saskatchewan Communications Network (SCN) to communities in rural and northern Saskatchewan.

Overview

Saskatchewan's two universities offer a full range of post-secondary academic programs. The University of Regina in Regina and the University of Saskatchewan in Saskatoon together serve more than 22,000 full-time equivalent students annually.

Saskatchewan also has four federated colleges and six affiliated colleges which meet a variety of post-secondary education needs. These institutions operate independently from the two universities. However, the federated colleges are academically integrated with the universities and offer full-credit classes, primarily in the arts and sciences. The Saskatchewan Indian Federated College also offers a wide range of special programs tailored to the needs of Indian and Native students. The affiliated colleges concentrate on religious instruction, but also offer a limited number of university credit classes.

Enrolment

There were 22,225 full-time equivalent students enrolled in degree programs at Saskatchewan's universities in 1989-90, a slight increase from the previous year and a 40% increase from 1980-81. The full-time equivalent figure includes full-time and part-time students on-campus as well as off-campus during the regular sessions. A growing number of students are also enrolled in intersession and summer classes as well as non-credit courses.

Funding

Operating grants to the two universities totalled $149,360,000 in 1989-90. A further $50,360,000 in capital grants was provided, bringing total university funding to $199,720,000. This represents a 17% increase from the previous year.

In addition, the federated and affiliated colleges received $5,248,099 in operating grants for 1989-90 and Luther College — one of the federated colleges — received a $93,000 capital grant.

A new Advanced Education Enhancement Fund (AEEF) was established in March, 1990, taking the place of the University and Institute Enhancement Fund (UIEF). AEEF supports accessibility and distance education initiatives that help maintain top quality programs in the arts and sciences, professional fields and skill training at Saskatchewan's universities, technical institute and regional colleges.

The two universities and their federated colleges received $8.5 million from AEEF in 1989-90, over and above their regular operating and capital grants. This represents a 21% increase over funding provided through UIEF the previous year.

University Renewal and Development Fund

The University Renewal and Development Fund (URDF) was established in 1985 by the Government of Saskatchewan to provide a stable source of funding for capital upgrading and development at the two universities. It has encouraged the universities to incorporate long-range planning in their efforts to meet the growing, ever-changing demand for post-secondary education.

URDF has provided $100.2 million to Saskatchewan's universities and federated colleges in the five years since its establishment.

1989-90 URDF Projects

Construction continued on the new Agriculture Building at the University of Saskatchewan. Completion is scheduled for 1991. Replacement of the utility tunnels at the University of Regina was completed in the spring of 1990. The design phase of the addition to Luther College at the University of Regina was completed. Construction will commence in summer, 1990 with completion scheduled for the spring of 1991.

Skill Training

Saskatchewan Education works with the Saskatchewan Institute of Applied Science and Technology, the regional colleges, and the private sector to provide Saskatchewan adults with a wide range of skill training opportunities. The objective is to enable adult students of all ages and abilities to fully participate in the labour market, and in the economic and social development of the province.

Highlights

- More than 50,000 full-time, part-time, and extension students enrolled in skill training programs through the Saskatchewan Institute of Applied Science and Technology; an 8% increase from the previous year.
- New *Private Vocational School Regulations* were enacted.
- The Adult Education Development Project was established, with preliminary recommendations expected in fall, 1990. The purpose of the project is to review all programs and funding mechanisms in place to help Saskatchewan adults with less than grade 12 standing upgrade their education.
- A local office of Saskatchewan Education was opened in Lloydminster to better meet the training of needs of local residents for the Bi-Provincial Upgrader Project.
- More than 165,000 training days were provided to 1,790 participants in 65 locations through the Saskatchewan Skills Extension Program.

Saskatchewan Institute of Applied Science and Technology

Overview

The Saskatchewan Institute of Applied Science and Technology (SIAST) is the major vehicle for delivering skill training programs in Saskatchewan. Through its campuses in Regina, Saskatoon, Prince Albert and Moose Jaw, SIAST offers a full complement of skill training courses along with adult basic education and some university credit courses. There were 15,250 full-time students along with 34,962 part-time and extension students registered in SIAST courses in 1989-90.

SIAST operates at arm's length from government, managed by a board of directors. Saskatchewan Education works with SIAST to ensure effective implementation of provincial skill training programs, and administers the provisions of *The Institute Act*.

The department also performs a liaison role by coordinating all international skill training and other post-secondary activities, including implementation of scholar exchanges with the Peoples' Republic of China.

Board of Directors

The SIAST Board of Directors is responsible for managing the overall operation of the institute including programs, budget and personnel.

The 1989-90 members were Ken Arner (Prince Albert), Ian Boire (Regina), Elizabeth Crosthwaite (Regina), Bonnie Daunt (Yorkton), Ed Douglas (McTaggart), Les Hulicsko (Regina), Eva Lee (Saskatoon), Jack Matheson (Prince Albert), Joanne Phillips (Moose Jaw), Erhard Poggemiller (Luseland), Dawn Radford (Regina), Darlene Ryan (Saskatoon), Steve Small (Gull Lake), Kenneth Stevenson (Saskatoon), Francis Underwood (Sandy Bay) and Robert Wilson (Saskatoon).

Merv Houghton of Saskatoon continued to serve as chairperson of the board.

Programs

In conjunction with Saskatchewan's regional colleges and the universities, SIAST provides skill training and other forms of adult education throughout the province.

The institute offers:

- certificate, diploma and credit courses in sciences, trades and technology programs;
- apprenticeship training;
- custom-developed programs for industry;
- career counselling;
- adult basic education;
- brokered university credit programs (in Moose Jaw and Prince Albert); and,
- expanded alumni services, including retraining and upgrading.

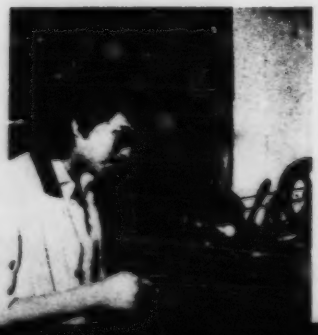
Further information on institute programs and activities is contained in the 1989-90 SIAST Annual Report.

Liaison/Development

Saskatchewan Education serves in an ongoing liaison capacity with respect to post-secondary international activities, and also assists with program development.

The department continued to administer the Saskatchewan-Jilin Third Plan of Action between Jilin Province in the Peoples' Republic of China and the Province of Saskatchewan.

In January, 1989 a kindergarten to grade 12 school linkage initiative was established between seven Saskatchewan schools and counterparts in Jilin. In April, 1990 Saskatchewan representatives visited Jilin Province to lay the groundwork for the project. In addition Mr. Ma Shi Chun, Director of the Jilin Education Commission, visited Saskatchewan in September, 1989 to conduct research in the areas of educational administration, technical/vocational education, distance education and literacy.



During the 1989-90 academic year four visiting Jilin scholars also studied in Saskatchewan as part of the ongoing education/personnel exchange between the two provinces. Programs of study included marketing, administration and agriculture.

The Forum on Saskatchewan International Education and Development (FOSIED) was established in February, 1990. Its purpose is to collect information pertaining to international education initiatives and share it with the Saskatchewan post-secondary sector. When appropriate, FOSIED will also receive international delegations for the purpose of mutual information exchange and promotion of Saskatchewan educational products and services. FOSIED will be an integral part of the promotion and marketing process for education/training products and services.

Assistance was provided to the Minister's Advisory Committee on Nursing Education in preparing its final report on post-basic clinical nursing education. The report focused on the needs for gerontological nursing specialization.

Apprenticeship and Trade Certification

Overview

Saskatchewan Education is responsible for ensuring that Saskatchewan's apprentices, journeymen and tradespersons are equipped with the necessary skills, knowledge and attitudes to function effectively in the workplace. To accomplish this end, the department:

- develops, administers and promotes the apprenticeship and trade certification program;
- provides counselling and consultative services to apprentices, journeymen, tradespersons and employers at the job site;
- liaises with industry, training institutions, various trade organizations and other government

departments to maintain effective and efficient programs and services;
- participates in the development and implementation of the Interprovincial Standards "Red Seal" Program;
- develops, implements and administers the provincial upgrading program;
- establishes and develops standards, curricula and examinations for journeyman certification;
- assists industry in their presentation for designations of new trades; and,
- fulfills the province's responsibilities relating to industrial training programs funded under the Canadian Jobs Strategy.

New Trade Designation

Representation was made by industry to the Provincial Apprenticeship Board in summer, 1989 requesting designation of the ironworker, partsperson and aircraft mechanic trades.

Saskatchewan Education is considering the designation of these trades, based on the board's recommendations. Once designated, trade advisory boards will be established for each trade to assist in developing regulations and standards.

Funding for Technical Training

The apprenticeship training program is jointly funded by the federal and provincial governments. This funding includes the sharing of costs directly related to technical training. While attending technical training classes, apprentices receive either unemployment insurance benefits or training allowances from Employment and Immigration Canada.

The federal contribution for technical training has been constant at $4.36 million per year since 1986-87. As a result the provincial contribution has increased due to rising training costs, growing demand for training, and an increase in the number of designated trades.

Apprenticeship Program Equity Plan Steering Committee

The Saskatchewan Apprenticeship Program Equity Plan Steering Committee was established in September, 1988.

The committee is responsible for designing and monitoring a plan to increase the participation of women, natives and the disabled in Saskatchewan's apprenticeable trades. Its purpose is to encourage trades as a viable occupation for those groups and to ensure that apprenticeship training is accessible to all those who are interested.

The twelve-member committee includes representatives from employers, employees, target group representatives, SIAST, and the provincial and federal governments.

An initial draft of a proposed Saskatchewan Apprenticeship Program Equity Plan was completed in fall, 1989 and was under review at the end of the reporting year. The overall objective is development of a plan to increase the participation rate of target groups in apprenticeship training.

Apprenticeship Exchange Program

During the year, the Western Canada Alliance of Provincial Apprenticeship Board Chairmen continued initiatives in the areas of centralized training facilities, mobility of apprentices, and standardized training and course curriculum.

Opportunities are now provided to employers and employees who wish to participate in an apprenticeship program for a trade not designated in their respective province.

A number of Saskatchewan residents were sent to British Columbia, Alberta and Manitoba to learn trades such as electrical rewind mechanic, water well driller, cabinet maker, transport refrigeration mechanic, sawfiler and aircraft mechanic. Previously, Saskatchewan employees in these occupations had no opportunity to participate in a formal apprenticeship.

Regina Cook Day Release Program

A day release program for the training of cooks in Saskatoon and area was introduced in 1986. The program was well received by both employers and their apprentices. In September, 1989 Saskatchewan Education in conjunction with the Canada Employment Centre and the Regina Industrial Adjustment Committee expanded the cook day release program to Regina.

Technical training was initiated in Regina with an intake of 24 level one apprentices. Due to increasing demand the program will be expanded to accommodate 36 apprentices during the 1990-91 school year.

Bi-Provincial Upgrader

Saskatchewan Education is working with the Department of Human Resources, Labour and Employment, the Province of Alberta and Husky Oil to improve coordination of training needs for the Bi-Provincial Upgrader Project in Lloydminster.

Upgrading and updating training will be made available to Saskatchewan tradespersons and journeymen to improve their skills and knowledge. This will assist them in securing employment at the upgrader site.

Saskatchewan Education has opened a local office in Lloydminster to better serve the training needs of this project.

Curriculum and Examination Development

Saskatchewan Education participates in the development and implementation of the Interprovincial Standards "Red Seal" Program, and is chairing the Interprovincial Standards Examination Committee until the end of 1990.

Saskatchewan Education continued to work in conjunction with industry and SIAST on the development and updating of apprenticeship and trade certification programs.

The development of a common core for basic skills in the four mechanical trades is being developed in conjunction with SIAST and industry. Development of the carpenter interprovincial standards examination was completed. Work began on an interprovincial standards examination for the bricklayer trade.

Industrial Training

Saskatchewan Education is responsible for the attestation and monitoring of training contracts developed under the Canadian Jobs Strategy (CJS). CJS is administered by the Canada Employment and Immigration Commission and includes the Skill Shortages, Skill Investment, Job Development and Job Entry/Re-Entry programs.

Program Coordination

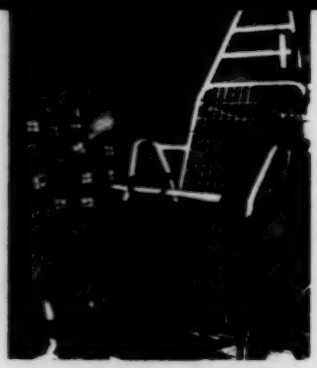
Saskatchewan Education attempts to maximize employment opportunities for Saskatchewan adults, meet labour market needs, and improve access to the workforce by planning, coordinating and managing provincial training activity.

The department administers training-related funding under the Vocational Rehabilitation of Disabled Persons Agreement, the Non-Status Indian and Métis Program, the Saskatchewan Skills Development Program, and the Saskatchewan Skills Extension Program. In addition, the department negotiates and administers the Canada/Saskatchewan Training Agreement, the basis for Canadian Jobs Strategy funding of training in Saskatchewan.

Saskatchewan Education also regulates the operation of private vocational schools in the province through the provisions of *The Private Vocational Schools Regulation Act and Regulations*.

Provincial Training Plan

A provincial training plan is developed annually through a joint federal-provincial planning process.



Under the process regional colleges, SIAST campuses and local Canada Employment Centre offices of the Canada Employment and Immigration Commission work with Saskatchewan Social Services, Saskatchewan Human Resources, Labour and Employment, native organizations, local agencies and interest groups to develop regional profiles. These profiles reflect training priorities on a regional level and are amalgamated to form the provincial training plan.

Saskatchewan Skills Development Program

The objective of the Saskatchewan Skills Development Program (SSDP) is to provide academic and skill training opportunities for social assistance recipients classified as employable.

The program provides academic upgrading, community-based skill training and institute-related training. Many SSDP students have participated in the work experience component of the program. For others, the completion of grade 12 through upgrading, General Educational Development or departmental academic examinations has led to further education at the technical institute and university levels.

SSDP is jointly operated by Saskatchewan Education and Saskatchewan Social Services. The SSDP budget was $6 million in 1989-90.

Saskatchewan Skills Extension Program

The Saskatchewan Skills Extension Program (SSEP) improves access to skill training programs for people in rural, northern and small urban centres, and also addresses local labour market needs. SSEP allows students to be trained in or near their home communities, avoiding the cost of a move to a major urban centre. The Regional Training Profile is used to identify training needs in a given region, based on present and future employment opportunities in Saskatchewan. The profile is developed by the regional colleges in conjunction with other agencies and interest groups.

A training agreement is then jointly developed by each regional college and SIAST to enable a suitable training program to be delivered through the college. SIAST determines program standards, monitors program quality and provides certification to graduates.

SSEP funds and coordinates the off-campus programs. Fees for SSEP-sponsored courses are at the same level as those for courses offered on-campus at SIAST.

One hundred sixty programs were delivered through SSEP in 65 locations throughout the province in 1989-90. Through these programs, 165,860 training days were provided to 1,790 participants. Total expenditures in 1989-90 were $4,714,000.

Adult Basic Education

Each year the department provides the regional colleges and SIAST with funding to deliver Adult Basic Education (ABE) courses throughout the province. ABE includes four main areas: Literacy, English as a Second Language and Citizenship Development, Personal Development and grades 1-12 Academic Studies. Certification is provided for the adult 10, 11 and 12 levels based on a standardized provincial curricula.

Curriculum development was completed for the Science 5-10 and Mathematics 1-10 adult programs and will be implemented in fall, 1990. At that time in-service training and resource development for instructors will also take place.

A draft of the Communications 1-10 curriculum will be completed and ready for instructor evaluation in spring, 1991. A series of meetings will be held to obtain feedback from instructors prior to implemention of the curriculum in fall, 1991.

English as a Second Language

Saskatchewan Education is responsible for administration of the English as a Second Language and Citizenship Development Program. The program provides funding to the regional colleges and SIAST for 50% of instructor wages and 100% of core text costs.

This program was cost-shared under the Federal Secretary of State Language/Citizenship (1954) and Textbook (1963) agreements until March 31, 1990. At that point the cost-sharing arrangement was terminated by the federal government. Funding now comes exclusively from the province.

The program offers part-time instruction in English and citizenship for new Canadians. This helps them adjust to their new communities and qualify for Canadian citizenship. Each year approximately 1,000 students attend these classes in the various college regions and SIAST campuses.

General Educational Development (GED) Testing Services

The GED Testing Program enables adults who have not completed school to obtain a high school equivalency certificate by successfully completing five general ability tests. The tests cover reading skills, writing skills, mathematics, social studies and science.

The program recognizes that many adults who have not completed high school may have acquired, through years of experience, an educational maturity equal to or above the level of a high school graduate. GED enables them to obtain grade 12 standing so that the lack of a high school diploma does not impede them from furthering their education or advancing their careers.

A total of 3,450 Saskatchewan adults took GED tests in 1989-90. Of this total, 1,814 obtained grade 12 equivalency certificates. The average age of people taking the tests was 31.5 years.

GED certificates are recognized by eight provinces and two territories in Canada, and by all the United States of America and its territories. More than 700,000 North Americans take the tests each year, including 21,000 Canadians.

GED tests continue to be of a high standard, including the requirement of a written essay. A team of essay readers is given special training to ensure that grading in Canada and the United States is done in a consistent manner.

Private Vocational Schools

Saskatchewan Education registers and supervises private vocational schools under *The Private Vocational Schools Regulation Act* and *The Private Vocational School Regulations*.

Fifty-nine schools were registered under the Act in 1989 with a total enrolment of 5,247.

Private vocational schools provide training in a wide range of areas including computer training, business support occupations, estheticianal arts, fashion design, income tax preparation, radio broadcasting and electronics.

An extensive review of the regulations was completed during the year. New regulations were enacted in June, 1990.

Private Vocational School Advisory Board

A Private Vocational School Advisory Board was established in February, 1989 to advise the Minister on matters relating to the operation of private vocational schools. The ten-member board includes school operators, employers, a graduate student, a representative from SIAST, and a representative from Saskatchewan Education who chairs the board.

Canada-Saskatchewan Training Agreement

In November, 1987 the Province of Saskatchewan entered into a three-year training agreement with the Government of Canada under the federal Canadian Jobs Strategy (CJS). Saskatchewan Education in conjunction with the Canada Employment and Immigration Commission (CEIC) administers the agreement.

Under the agreement, all Saskatchewan training institutions and employers are free to negotiate directly with CEIC Canada Employment Centres for funding to provide training. This enables the demand for skilled workers to be matched with the supply more efficiently.

More than $50 million of CJS funds have been authorized for adult training in Saskatchewan each year since the agreement was signed in 1987.

Regional colleges, SIAST and various private training institutions deliver much of the training. Saskatchewan Education also provides attestation and monitoring services for project-based training activities funded under CJS.

The current agreement has been extended to March, 1991. Negotiations are underway for a new agreement under the federal government's new Labour Force Development Strategy.

Adult Education Development Project

The Adult Education Development Project (AEDP) was undertaken by Saskatchewan Education in October, 1989 to review all programs and funding mechanisms in place to help Saskatchewan adults with less than grade 12 standing upgrade their education. The objective is to recommend changes that will bring about an integrated and comprehensive approach to the delivery of adult literacy and basic education programs and services.

AEDP has a wide-ranging mandate to examine:

- all Adult Basic Education programs and services at the regional colleges and SIAST;
- all literacy programs in these institutions, and those conducted through the literacy campaign;
- General Educational Development (GED) and GED preparation courses;
- correspondence programs for adults;
- supporting materials such as the Adult Basic Education curricula;
- training allowances and student assistance programs targeted at special needs students;
- transitional programs along with programs for special needs students;
- post-secondary education preparatory programs; and,
- the relationship between adult education and K-12 initiatives.

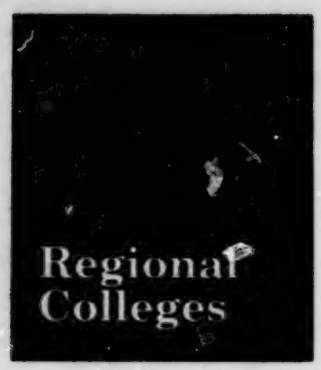
During the year, an extensive literature review was conducted of Adult Basic Education and literature on literacy research. In January, 1990 an invitational consultation meeting was held in Saskatoon to exchange information on Adult Basic Education and literacy programs. The meeting was attended by representatives from the four western provinces, the two territories, and the federal Secretary of State Department.

A report was prepared on approaches to Adult Basic Education and literacy training in the western provinces and the territories. This report was made available to all Education Departments across the country.

Extensive consultation was a key feature of the project within Saskatchewan. Administrators, instructors, students and trustees from the regional colleges, SIAST and other adult education organizations gave oral and written briefs to Saskatchewan Education's project team during this series of meetings.

A broad range of topics were addressed including student retention, adult education theory and practice, and standards of equivalency between conventional grade 12 credits and Adult Basic Education/General Educational Development credits for post-secondary entrance. Other topics raised during the work of the project were literacy, student loans, distance education, and the Adult Basic Education curriculum.

Recommendations are scheduled for completion in August, 1990. These will then undergo internal departmental review. If the review indicates changes are needed, an implementation plan will be developed to come into effect the following year.



The regional colleges provide improved access to adult education outside of major urban centres. Credit programs brokered from the universities and SIAST training are available through the regional college network. Other programs offered by the colleges include career counselling, literacy, high school completion, English as a Second Language and Citizenship Development, and Adult Basic Education.

Role of the Colleges

The colleges provide Saskatchewan residents with improved access to post-secondary education and other learning opportunities in or near their communities. Saskatchewan students living outside of major urban centres can pursue certain educational opportunities without making the major move to Regina, Saskatoon, Moose Jaw or Prince Albert.

The colleges offer a range of university and technical institute programs. They also provide programs in career counselling, literacy training, life skills, Adult Basic Education, English as a Second Language and Citizenship Development, and high school completion.

The role of regional colleges is to decentralize learning programs and provide for local decision making. Regional college boards determine policy, set priorities and administer college affairs, relying extensively on volunteers at the community level. In addition, individual colleges make every effort to utilize existing community facilities and resources in their respective regions.

Regional College Network

Nine regional colleges with twenty-eight sub-offices further the goal of bringing learning opportunities closer to Saskatchewan residents.

The regional college network is as follows:

- Carlton Trail Regional College headquartered in Humboldt, with sub-offices in Davidson, Semans, Watrous and Wynyard;
- Cumberland Regional College headquartered in Nipawin, with sub-offices in Melfort and Tisdale;
- Cypress Hills Regional College headquartered in Swift Current, with sub-offices in Shaunavon, Maple Creek and Gravelbourg;
- Lakeland College headquartered in Lloydminster, with a sub-office in Maidstone;
- North West Regional College headquartered in North Battleford, with sub-offices in Unity, Meadow Lake, Shellbrook and St. Walburg;
- Parkland Regional College headquartered in Melville, with sub-offices in Canora, Esterhazy and Yorkton;
- Prairie West Regional College headquartered in Biggar, with sub-offices in Kindersley, Rosetown, Outlook and Warman;
- Southeast Regional College headquartered in Weyburn, with sub-offices in Assiniboia, Estevan, Indian Head and Whitewood; and,
- Northlands College headquartered in La Ronge, with sub-offices in Beauval, Creighton and Buffalo Narrows.

Each college prepares its own annual report along with a calendar of programs that are available. Further information can be obtained by contacting the colleges directly.

Services

Saskatchewan Education assists colleges throughout the province in areas such as program development, policy and planning, development of curricula and curricula materials, and the professional development of staff.

Saskatchewan Education administers *The Regional Colleges Act* and *Regulations*. The annual budget and program review provides an opportunity for each college to examine provincial and regional priorities.

Special Education

While everyone has the ability to learn, not everyone learns at the same pace or in the same environment. For this reason, Saskatchewan Education provides special education programs for students with various disabilities and for those with above average learning ability.

Highlights

- A Special Education Technology Conference was held in Saskatoon to increase awareness of how technology can be constructively applied to special education.
- The Second Annual Insight Conference was held in Regina for teachers, parents and others involved with visually disabled youngsters.
- A new Advisory Committee on Deaf Education was established to provide advice to the Minister on all policies and programs for the hearing-impaired.

Kindergarten to Grade 12 Education

Overview

All children are unique, and their various individual differences are part of what makes them unique. Saskatchewan Education monitors programs and provides funding to ensure that the needs of children with disabilities and with superior abilities are met.

In 1971 Saskatchewan became the first province in Canada to require that children with disabilities be served by local boards of education. This requirement is now contained in *The Education Act*. Other sections of the Act and accompanying regulations provide a framework for educating children with disabilities and gifted children.

Within this framework Saskatchewan Education provides funding, consultative services, coordination and program development for local school divisions. The department also maintains ongoing liaison with other government departments, agencies and organizations to keep abreast of new developments in a rapidly changing field.

Funding

Saskatchewan Education provides Designated Disabled Pupil Funding and Special Needs Program Funding to assist school boards in meeting the cost of special education programs.

Designated Disabled Pupil Funding (DDPF) is for programs serving students identified as visually impaired, hearing impaired, trainable mentally retarded, orthopaedically disabled, chronically health impaired, or severely multiply disabled.

Funding for pupils under DDPF was reorganized in March, 1990. Two levels of funding are now applied, depending upon the severity of the disability. The level of program provision also reflects the severity of the disability. In addition, some deaf, blind or multiply disabled pupils may qualify for additional recognition under the Enhancement Grant.

Special Needs Program Funding (SNPF) was established in February, 1990 following extensive consultation with school division and other education personnel. SNPF is for programs and services supporting pupils who are learning disabled or emotionally disturbed, low ability (educable mentally handicapped and slow learners), gifted learners, and those with speech or language problems.

A total of 2,062 pupils were identified under DDPF during the year, and 7,225 were identified as severely disabled under SNPF. A full-time equivalent total of 880 staff were identified as serving students under SNPF.

Program Services

Consultative services were offered to school divisions through Saskatchewan Education's provincial consultants, and through teams of teacher consultants seconded for particular projects. These services were offered in the areas of gifted learner education, visual disabilities, hearing disabilities and severe disabilities. *Meeting Challenging Needs*, Saskatchewan Education's handbook for teachers, was used as a guide in dealing with children with severe mental and multiple disabilities.

The Psychoeducational Assessment Clinic continued to provide an assessment and consultation service for children with hearing disabilities. The clinic was based at the R. J. D. Williams Provincial School for the Deaf in Saskatoon.

Special education regional coordinators were available for consultation on an ongoing basis in all of Saskatchewan Education's regional offices. They also served in a coordinating capacity, arranging for the involvement of consultants and consulting teachers in individual schools and programs.

Policy was prepared in both the areas of alternative education and speech language services during the year.

In March, 1990 Saskatchewan Education hosted a Special Education Technology Conference in Saskatoon. *From Slates to Silicon* brought together school division personnel, parents, health professionals, and both adult and community educators to increase awareness of how technology can be constructively applied to special education. The conference also enabled parents to gain some valuable training, and provided a forum for discussion on future courses of action. Six hundred people attended.

In April, 1990 one hundred fifty parents, teachers and others involved with visually disabled youngsters attended the second Annual Insight Conference in Regina. The keynote speaker was Dr. Sally Mangold of San Francisco State University.

R. J. D. Williams Provincial School for the Deaf

The R. J. D. Williams Provincial School for the Deaf in Saskatoon has been operated by Saskatchewan Education since 1932. The school serves students between the ages of 3 and 21 who are deaf or deaf-blind.

The school is accredited and provides kindergarten to grade 12 programming. The provincial curriculum is followed as closely as possible. Considerable emphasis is placed on developing communication and English language skills, with special emphasis on the cultural aspects of deafness.

Occupational therapy assessments and therapies were again offered during the year.

Fifty-one deaf students were enrolled in the 1989-90 school year, nine of whom were deaf-blind. Twenty-seven students boarded at the school during the year.

Four students graduated from the program at the end of the school year. Three plan to continue their education through special programs offered at the Kelsey Campus of SIAST. The other is employed by the Saskatchewan Abilities Council.

Four students participated in an international cultural competition for deaf persons held in Chicago, coming home with one first prize and three second prizes.

An increasing number of local schools now offer their own programs for hearing-impaired students. More and more families are taking advantage of this option, preferring to keep their children in a learning environment closer to their homes and communities. Over 80% of Saskatchewan's hearing-impaired students are now educated in mainstream programs at schools in their local communities.

In addition, the end of the Rubella epidemic in the 1960s meant a significant decrease in the number of hearing-impaired children.

These combined factors caused a significant enrolment decline at the R. J. D. Williams School for the Deaf,

from more than 100 ten years ago to 51 in 1989-90. Declining enrolment in turn seriously undermined the viability of the school.

One of the objectives set for the 1988 Task Force on Education for the Deaf was to assess the role played by the R. J. D. Williams School for the Deaf with the overall goal of determining how the present and future needs of these students could best be met. A subsequent recommendation of the task force was that increased opportunities be provided for students whose parents wish them to be educated in their home communities.

In June, 1990 it was announced that the school would cease to operate as of June 30, 1991. Students will be able to complete their 1990-91 academic year at the facility. A variety of options will then be made available to meet their learning needs.

Advisory Committee on Deaf Education

The Task Force on Education for the Deaf recommended that a Minister's advisory committee be established to provide advice on education policies and programs for the deaf and hard of hearing.

In response to this recommendation, establishment of a new Advisory Committee on Deaf Education was announced in January, 1990. The committee will provide advice to the Minister on all policies and programs for deaf education, including how best to implement the remaining task force recommendations.

Groups represented on the committee include educational organizations, service agencies, various associations for the hearing-impaired, and professional groups. There are also four members at large representing parents of hearing-impaired students. Ruth Warick of Regina chairs the committee.

The committee met monthly, beginning in January, 1990 and presented its first interim report to the Minister in June, 1990.

Adult Education

Vocational Rehabilitation of Disabled Persons

Under the terms of the Vocational Rehabilitation of Disabled Persons (VRDP) Agreement, rehabilitative vocational training is offered to people with mental and/or physical disabilities who are vocationally handicapped. Costs are equally shared with the federal government through Health and Welfare Canada.

Saskatchewan Education administers the training-related costs for trainees approved by the VRDP Training and Selection Committee. A total of 846 applications were approved under the VRDP program in 1989-90, compared to 841 in 1988-89.

For the third year, VRDP funding was provided for academic upgrading programs at the Kelsey and Wascana campuses of SIAST. These programs are provided for adults with hearing impairments to help prepare them for post-secondary education. Twenty-one students took advantage of the program at Kelsey Campus in Saskatoon, and 14 at Wascana Campus in Regina.

The Community Based Career Skill Development Program was initiated in 1988 to help adults with disabilities acquire the necessary skills for competitive employment. The program will be offered at Cypress Hills Regional College in September, 1990.

VRDP also funded a project at the University of Saskatchewan aimed at preparing students with disabilities for post-secondary studies. Funding assistance was provided in 1989-90, and will be offered again in the coming school year.

Adult Special Education Committee

The Provincial Working Committee on Adult Special Education was established in spring, 1988 to review programs and services for adults with special education needs and recommend how they can be improved. The review process included receiving submissions from groups and individuals with an interest in adult special education programs.

Groups represented on the committee include the universities, SIAST, and the regional colleges along with Saskatchewan Education's Special Education Branch. The committee's report is scheduled for completion in September, 1990.

Indian and Métis Education

Saskatchewan Education offers a full range of programs to meet the special needs of Indian and Métis students.

These include incentives to local school divisions for program development sensitive to Indian and Métis needs, a curriculum development program designed to integrate Indian and Métis content and perspectives into the Core Curriculum, teacher training programs, skill training, and academic upgrading.

Highlights

- New long-term funding agreements for the Saskatchewan Urban Native Teacher Education Program (SUNTEP) were signed with the Gabriel Dumont Institute of Native Studies and Applied Research, the University of Saskatchewan, and the University of Regina.
- Twelve school divisions carried out Indian and Métis Education Development (IMED) programs.

Kindergarten to Grade 12 Education

Curriculum Development

Overview

A *Five Year Action Plan for Native Curriculum Development* was initiated by Saskatchewan Education in 1984 to address the needs of Indian and Métis students. The plan has three main objectives: integration of Indian and Métis content and perspectives into Core and other curricula for the benefit of all students, development of specific programs such as Native studies and Indian languages, and development of support materials for curricula.

These objectives were incorporated in the April, 1989 *Indian and Métis Education Policy from Kindergarten to Grade 12*, and serve as a guide for Saskatchewan Education's Indian and Métis curriculum development team.

Implementation of the plan by the curriculum development team has proceeded on an ongoing basis since 1984. Continued progress was made in 1989-90.

Saskatchewan Education's *Beyond Bias* booklet contains informational guidelines for reducing bias in instructional materials. All Saskatchewan Education curriculum areas are evaluated on an ongoing basis to ensure that they meet *Beyond Bias* guidelines.

Appropriate learning resources that will integrate Indian and Métis content into other curriculum areas are identified and assessed on a continual basis. Resources are incorporated into the appropriate bibliographies upon review and approval.

Specific Projects

The new Core Curriculum provided opportunities for significant inclusions of Indian and Métis content and perspectives.

Development of the kindergarten to grade 5 science curriculum was completed. Many activities from *Keepers of the Earth: Native American Stories and Environmental Activities for Children*, a key resource for the course, have been cross-referenced for inclusion in this curriculum.

Indian and Métis content and perspectives were incorporated into the new social studies curriculum for grades 4 to 6 and 9 to 11. Significant progress was made in integrating aboriginal content and perspectives into grades 1 to 5 language arts along with arts education at the elementary and grade 9 levels.

Significant progress was also made in developing and implementing programs specifically for and about aboriginal students. A revised Native Studies 10 course was piloted by 30 teachers in provincial, federal and band schools. Revisions to Native Studies 20 began. The Saskatchewan Indian Languages Institute developed both a cultural and linguistic scope and sequence which will serve as the foundation for a provincial Indian languages curriculum.

Curriculum support materials were developed during the year, and new needs identified. Winston Wuttunee, a noted Cree educator and entertainer, was contracted to develop an Indian and Métis music kit for classroom use at the elementary level. The Saskatchewan Indian Cultural Centre neared completion on Indian dance packages for both elementary and grade 9 students.

In-service training is an ongoing priority. Major revisions to the Indian and Métis in-service package were completed in 1989-90. Piloting will begin in 1990-91.

Education Policy

The *Indian and Métis Education Policy from Kindergarten to Grade 12* was adopted in April, 1989. The policy provides a long-term, comprehensive framework for the development of Indian and Métis education in provincial schools.

The policy addresses six areas:

- Indian and Métis participation in the education system;
- curriculum and instructional resources;
- special needs;
- teacher and administrator pre-service and in-service;
- research and evaluation; and,
- liaison and coordination with other education agencies.

Work began on developing a successor to the *Five Year Action Plan for Native Curriculum Development*. The Indian and Métis Education Advisory Committee provides regular input to this project.

Indian and Métis Education Development Program

The Indian and Métis Education Development Program (IMED) provides incentive grants to school divisions for use in developing, implementing and maintaining Indian and Métis educational programming.

IMED program objectives include improving student attendance and retention rates, increasing parent and community involvement, improving the level of student achievement, and expanding employment opportunities for Indian and Métis people within the school system.

Twelve school divisions carried out IMED programs in 1989-90. Grants were approved for the Indian Head, Northern Lakes, Broadview, Balcarres, Grenfell, Prince Albert Comprehensive, Regina East, North Battleford, Saskatchewan Valley, Meadow Lake, Ile-a-la-Crosse and Parkland school divisions.

Community Schools

Saskatchewan Education supports the operation of 18 community schools in conjunction with public and separate school divisions. Eight of these schools are in Regina, 6 are in Saskatoon and 4 in Prince Albert.

The objective of the community school program is to improve Indian and Métis student achievement by actively involving parents and other community residents in school planning and policy making. The program draws upon community resources to enhance classroom activities.

More than 4,400 students are currently enrolled in community schools. Approximately 40% are of Indian and Métis ancestry. Attendance rates for Indian and Métis students in community schools have increased steadily since the program began in 1980.

Joe Duquette High School

In July, 1989 the Saskatoon Native Survival School was renamed Joe Duquette High School. This was done to commemorate Joe Duquette, an elder who filled the spiritual leadership role during the early days of the school.

The objectives of the school remain unchanged. It is designed to serve Indian and Métis students who have dropped out of, or are having difficulty in, the regular school system. The school offers standard academic programs, but with increased emphasis on Indian and Métis heritages, cultures and values.

Joe Duquette High School is jointly operated by the Saskatoon Roman Catholic Separate School Board and a council made up of parents of students at the school. Saskatchewan Education funds the operation of the school and provides consultative services as required.

The school offers senior matriculation for grades 10-12, with grade 9 being the transition year from basic upgrading courses.

One hundred forty-one students were enrolled in 1989-90. The monthly student attendance rate has increased steadily since the school was established in 1980. Statistics show a marked improvement in overall student age-grade discrepancy.

Advisory Committee

The Indian and Métis Education Advisory Committee was established in June, 1989. The committee provides advice to the Minister on the development and implementation of improved programs of instruction for Indian and Métis students at the kindergarten to grade 12 level. It provides a means of involving the Indian and Métis community in the decision-making process for education programming, and soliciting their input to the development of courses of instruction.

The new committee takes the place of the Indian and Métis Curriculum Advisory Committee established in 1984. Its mandate is broader than that of its predecessor, encompassing all areas detailed in the new policy.

Groups represented on the committee include the Saskatchewan Indian Federated College, the Gabriel Dumont Institute of Native Studies and Applied Research, the Saskatchewan Indian Cultural Centre, and the Community Schools Association. The Saskatchewan Teachers' Federation, the Saskatchewan School Trustees Association, the universities, and the League of Educational Administrators, Directors and Superintendents are also represented.

Adult Education

Saskatchewan Urban Native Teacher Education Program

The Saskatchewan Urban Native Teacher Education Program (SUNTEP) leads to a Bachelor of Education degree. The program is jointly administered by Saskatchewan Education, the University of Regina, the University of Saskatchewan and the Gabriel Dumont Institute of Native Studies and Applied Research.

In addition to academic instruction, students learn from classroom experience and through access to curriculum and instructional materials at SUNTEP centres in Regina, Saskatoon and Prince Albert. Graduates are able to combine their professional expertise with intimate and practical knowledge of cultural and community values.

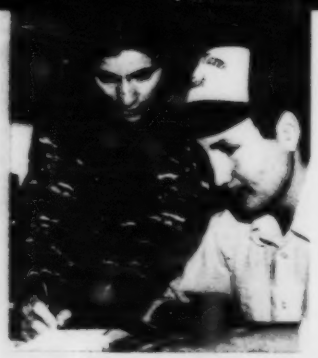
Since 1984 more than 160 students have graduated from the SUNTEP program. Sixty per cent of these graduates are currently teaching. Most of the remaining graduates are continuing university studies, or working elsewhere in the education system.

New long-term funding agreements for SUNTEP were negotiated during the year with the Gabriel Dumont Institute and the two universities. These agreements provide continued provincial funding and ensure the financial viability of SUNTEP.

Northern Teacher Education Program

The Northern Teacher Education Program (NORTEP) is a four year, off-campus program for northern residents which leads to a Bachelor of Education degree.

The program is offered through a cooperative arrangement between the Northern Lights School Division, the University of Saskatchewan and the University of Regina. Saskatchewan Education funds the program.



One hundred thirty-two students have graduated from NORTEP since the program was established in 1977. Over 90% of these graduates are now teaching, working in other education-related fields, or pursuing their studies.

An expanded program — the new NORTEP — came into effect in September, 1989. The new program adds middle years and secondary teacher training to the elementary training provided by the previous program. An Access Program was also implemented. This program enables students to receive first and second year university arts and science courses in the north.

Non-Status Indian and Métis Program

The Non-Status Indian and Métis Program (NSIM) provides a range of training opportunities for Non-Status Indians and Metis.This includes academic upgrading, pre-trades instruction, job readiness preparation, life skills and occupational orientation.

Under the program, funds are provided to regional colleges and SIAST campuses for direct course, administrative and program support costs. Individual students receive training allowances based on their class attendance.

The NSIM program budget of $4,422,900 funded 920 applicants in 1989-90.

Increased emphasis was placed on local participation by Métis and Non-Status Indians in planning through the use of Native Advisory Committees and the Native Services Division of SIAST. The goal of local participation is also furthered through an annual meeting of representatives from advisory committee, regional colleges and SIAST.

Native Services Division

The Native Services Division (NSD) is a department within the Saskatchewan Institute of Applied Science and Technology (SIAST). It operates through an agreement between SIAST and the Gabriel Dumont Institute, and is guided by a management board with representation from both organizations along with the Indian and Métis community.

The role of NSD is threefold:

- to ensure that the aboriginal communities of Saskatchewan are equitably represented in programs operated by SIAST;
- to train and graduate students of aboriginal ancestry as fully certified graduates of applied science and technology programs; and,
- to strengthen and enhance aboriginal culture, identity, and community awareness.

Educational and training services available through NSD include counselling, preparatory and training programs, referral services, and high school completion.

Gabriel Dumont Institute

The Gabriel Dumont Institute was established in 1980 to promote the renewal and development of Indian and Métis culture.

Saskatchewan Education assists the Institute through provision of an annual core grant. A total of $770,000 was provided in 1989-90.

The grant is used to conduct cultural and historical research, develop and operate a library, and provide support to curriculum development. In addition, educational programs are developed to complement those in the provincial education system, and an annual conference is held.

French Education

Saskatchewan Education provides both francophone and non-francophone Saskatchewan residents with access to French education. This means offering non-francophones the widest possible range of learning options for French second-language instruction, and also ensuring that Saskatchewan francophones have access to education in the language of their choice.

Highlights

- The report of the Coordinating Committee for the Governance of Francophone Schools by Francophones (Gallant Report) was released. *A Fransaskois Component for the Saskatchewan School System* outlined a recommended system of management for francophone schools.
- A nine-member Fransaskois School Component Task Force was established to oversee implementation of recommendations from the Gallant Report, when it is feasible to do so.
- Reconstruction of College Mathieu was completed, and an official opening held.

Program Overview

Saskatchewan Education's Official Minority Language Office (OMLO) oversees the delivery of designated and Core French programs to Saskatchewan students.

Two types of designated programs are offered. In the Type A program French is the language of instruction for all courses except English. This program is best suited to the educational needs of francophones. In 1989-90 there were ten Saskatchewan schools offering Type A programs. Student enrolment was 1,051, a 7% increase from 1988-89.

In the Type B immersion/bilingual program more than half the total instruction is in French. Sixty-seven schools offered this program in 1989-90. Student enrolment increased to approximately 10,100, a 9% rise from 1988-89.

Schools offering Core French programs use French as the language of instruction for approximately 30 minutes per day. A total of 106,311 students received this type of instruction in 1989-90, a 9% increase from 1988-89.

Curriculum and Instructional Resources Development

Implementation of the new Core Curriculum continued in 1989-90. Significant progress was made in incorporating the common essential learnings, the adaptive dimension, and gender equity guidelines into the new French curriculum guides.

The implementation plan in place for French education will allow OMLO to keep abreast with Saskatchewan Education's initiatives for English language schools.

Core Curriculum support for designated French schools continued through such initiatives as the adaptation and translation of video productions and documents, along with support for in-service training of teachers.

French Minority Education Services

Saskatchewan Education provides consultative services to Fransaskois communities on all French education matters.

In 1989-90 these services included the ongoing work of the advisory committee on French Minority Education and initiation of preparatory language classes for Fransaskois children (classes de francisation). Increased support was provided for development of curriculum and instructional resources.

Continued progress was made on establishment of curriculum advisory committees for French language arts and social studies. These committees will provide organizations interested in French education with an opportunity to become involved in the curriculum development process.

Ongoing liaison was maintained with Fransaskois organizations such as College Mathieu, Association culturelle franco-canadienne, Commission des ecoles fransaskoises, Association jeunesse fransaskoise, and Eau Vive. Consultative services were provided to Saskatchewan's 13 Fransaskois schools.

Federal-Provincial Programs

The 1989-90 federal-provincial bilateral agreement brought Saskatchewan a total of $5,787,649. These funds are provided by the federal government to assist the province in dealing with the additional costs incurred in delivering minority and second language instruction.

Federal financial support was provided under four categories in 1989-90.

Infrastructure Support

A total of $3,009,760 was provided to assist the delivery of ongoing programs and services. This was included in the grants to school boards for student formula maintenance and implementation grants.

Program Expansion and Development

A total of $1,542,000 was provided to expand existing programs as well as design, develop and implement new ones. Major activities in this area included curriculum development, upgrading of instructional resource centres in designated schools, resource material development by local school boards, and the preparation of adult non-credit French language programs.

Teacher Training and Development

Federal support came to $811,739 in 1989-90. The French Language Teacher Bursary Program helped 138 teachers attend courses or workshops on French language education and teaching French as a second language.

Professional development activities for teachers included sessions on improving linguistic ability, curriculum implementation and evaluation, methodology, and teaching strategies. These services are jointly provided by Saskatchewan Education, both provincial universities and provincial school boards.

Student Support

Saskatchewan Education administers a variety of programs to help post-secondary students pursue their studies in either of Canada's official languages. Federal financial support for these programs came to $499,150 in 1989-90. Six different programs were offered.

A total of six students participated in the monitor program for francophones, 35 in the second language monitor program, and 23 in the full-time monitor program. Two hundred seventy-nine students participated in the summer language bursary program, 355 in the fellowship program, and 63 in the travel bursary program.

The francophone monitor, second language monitor, full-time monitor, and summer language bursary programs are funded by the Secretary of State through the Council of Ministers of Education, Canada.

One hundred and five Saskatchewan students participated in a Saskatchewan-Quebec student exchange in 1989-90. This program is jointly administered by Saskatchewan Education and the Society for Educational Visits and Exchanges in Canada. An additional 168 students

participated in a cultural contact program with the Province of Quebec.

In February, 1990 a further 20 Saskatchewan students participated in a student exchange program jointly administered by Saskatchewan Education, the Quebec Ministry of Education and the Quebec Department of Intergovernmental Affairs. Under the program, the grade 11 students spent three months in Quebec attending high school. The other half of the exchange consisted of 20 Quebec students attending Saskatchewan schools from September to December, 1989.

Federal-Provincial Agreement

In June, 1988 the Province of Saskatchewan entered into an agreement with the Government of Canada that will make major improvements to French education in Saskatchewan and also to studies in other languages.

The joint agreement covers a ten year period from June, 1988 to March 31, 1998 with provision for extension. The Government of Canada has committed $56 million towards implementation of the agreement over the first five years.

The agreement provides for establishment of a new Language Training Institute at the University of Regina and reconstruction of College Mathieu in Gravelbourg. It also enables improvements to French minority language education along with French second-language instruction, and development of a means for management, control and funding of minority language schools. Significant progress was made in several areas in 1989-90.

Language Training Institute

Under the agreement, the Government of Canada will contribute $17 million towards the cost of a new Language Training Institute at the University of Regina.

The institute will provide Saskatchewan francophones and those from other provinces with an opportunity to pursue post-secondary studies in their own language. In time, it can also become a Western Canadian centre for training in a variety of trade languages.

Progress was made on facility planning and programming during the year. An Interim Governing Council appointed by the University of Regina oversees the planning process.

Construction of the institute commenced in spring, 1990. Completion is scheduled for February, 1991.

College Mathieu

In December, 1988 a total of $5.6 million was provided to College Mathieu in Gravelbourg to assist in reconstructing college facilities damaged by the May, 1988 fire.

Funding for the college was jointly provided by Saskatchewan and Canada in accordance with the terms of the federal-provincial agreement. Saskatchewan provided $1.6 million and Canada $4 million towards the cost of reconstruction.

Construction was completed in December, 1989. The official opening was held February 25, 1990.

Management and Control of French Language Schools

The federal-provincial agreement provides a financial framework for bringing about management and control of French schools by francophone parents. Specifically, the agreement makes $26 million available over ten years for programming, recruitment of teachers, and other related costs once a system agreeable to all parties is in place.

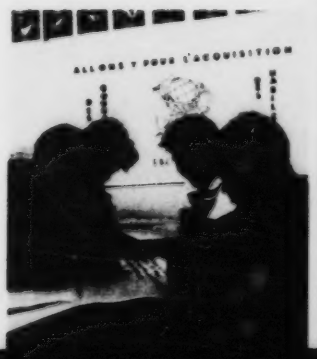
In March, 1989 a committee was established to examine the options and implications surrounding the establishment of such a system. The Coordinating Committee for the Governance of Francophone Schools by Francophones was chaired by Mr. Edgar Gallant, former chairman of the Public Service Commission of

Canada. The committee was composed of representatives from francophone groups and major provincial educational organizations.

The committee's report — *A Fransaskois Component for the Saskatchewan School System* — was released in August, 1989. The report outlined a proposed system of management for francophone schools.

A Fransaskois School Component Task Force was subsequently established in November, 1989 to oversee implementation of the committee's recommendations. The nine-member task force is chaired by Donald Michaud, Director of Fransaskois Adult Education Services at College Mathieu. Other groups represented on the task force are the Saskatchewan Teachers' Federation, the Saskatchewan School Trustees Association, francophone schools, and the university community.

Enabling legislation was being drafted at the end of the reporting year.



Northern Education

Saskatchewan Education works with business, industry, government departments, native groups and educational institutions to provide educational programs in the north. The goal is to provide northerners with education and training that enables them to be competitive in the provincial labour market, help build a strong regional economy, and pursue further education if they so choose.

Highlights

- The *Final Report of the Northern Education Task Force* was completed and presented to the Minister. The Minister formally responded to the report, providing an overview of how the government plans to implement the Task Force recommendations.
- A Northern Student Awards Program was implemented as a means of recognizing the achievements of northern students and encouraging them to pursue their education.
- A new human resource development agreement was successfully negotiated with CAMECO — A Canadian Mining and Energy Corporation for the Jasper Lake mine, and negotiations began on formal agreements for two additional mining projects in the north.
- A pilot program was undertaken which will allow 45 Athabasca residents to obtain the skills and grade 10 education required for jobs in the mining industry, or for continuing their education.

Overview

Saskatchewan Education provides education and training tailored to the needs of northern Saskatchewan residents. The department:

- helps education and training institutions prepare northerners to successfully adapt to rapid changes in technology, employment demand, and the economy;
- links employment-related training to the current and projected demands of the provincial labour market;
- assists northern business and industry to become more productive by making training available to their current and prospective work force;
- makes education and training more accessible to the people of northern Saskatchewan; and,
- promotes lifelong learning opportunities, inside and outside formal educational institutions.

Kindergarten to Grade 12 Education

Regional Office

The La Ronge regional office provides the services of a regional director, a superintendent of education for the Ile-a-la-Crosse and Creighton school divisions and coordinators for special education along with curriculum and materials development.

The regional office provides information on department policies, procedures and initiatives to teachers and administrators throughout the north, and also attempts to encourage greater public participation in the northern school system. Ongoing support is provided to superintendents, principals and teachers with respect to curriculum development and implementation, including in-service training for teachers.

Input from northerners was solicited on key features of the Core Curriculum such as the common essential learnings and the required areas of study. Particular attention was given to implementation of the adaptive dimension which can accommodate the individual needs of northern students.

Support was also provided to an initiative of the northern school divisions in which pre-school children with potential learning or developmental problems are referred for professional diagnosis and treatment.

Adult Education

Post-Secondary Services

Saskatchewan Education's Northern Division works with Northlands College, SIAST, employers and other agencies to provide education and training for northerners.

Fifteen students graduated from a SIAST-accredited underground miner helpers training program delivered by Northlands College. The program was developed in response to demand from mining companies and contractors.

Thirty residents of Pelican Narrows, Deschambault and Sandy Bay were trained as heavy equipment operators, commercial cooks and construction labourers for employment with municipalities, mining and mineral exploration companies, and as entrepreneurs in the catering industry.

Forty-five northerners were trained as basic and advanced special needs tutors. They also received instruction in communication techniques for students and adults with hearing disabilities. This training will be expanded in the coming year to include paraprofessional tutor training for more than 85 tutors and teacher aides from provincially regulated and Indian band schools.

Thirty-four students enrolled for training as library clerks, to serve in various northern schools and communities. This training will be expanded in 1990-91, utilizing curriculum developed with assistance from the Kelsey Campus of SIAST. The new program will be delivered to library clerks in provincial and Indian band-regulated schools. This is a joint undertaking between Northlands College and the Northern Lights School Division.

Mill operator, mine-mill worker, and prospector training programs continued to be developed in response to specific northern mining sector demand. These training programs offer guaranteed employment. Employment opportunities will be expanding at existing and new mines over the near future.

More than 60 linecutters and prospectors were trained in preparation for construction of a Saskatchewan Power Corporation transmission line which will connect the Island Falls power plant in Sandy Bay with the Athabasca transmission line. The Athabasca line presently ends at Wollaston. This project created 8,000 person-days of employment. Training was provided in Stanley Mission, Pelican Narrows, Brabant, Pinehouse, Wollaston, and Sandy Bay.

Human Resource Development Projects

Human Resource Development Strategy

Saskatchewan Education has a Human Resource Development Strategy in place to provide northern people with education, career counselling, employment-linked skill training and employment opportunities. The goal of the strategy is to give northerners the ability and opportunity of participating in the economic development of northern Saskatchewan.

Under the strategy, agreements are negotiated between Saskatchewan Education and the mining sector whereby the mining companies make a commitment to offer employment and career development opportunities to northerners. Saskatchewan Education, Northlands College, SIAST and northern employers then cooperate to develop training programs that will help northerners take full advantage of these employment opportunities.

The short term goal of these agreements is to ensure the employment and promotion of as many northern people as possible. The long term goal is to develop a fully-skilled, competitive northern work force which will form the permanent core of the northern mining industry.

Approximately 800 northerners have been trained for employment in the mining and mineral exploration

sector since the strategy was introduced. They now work as chemical technicians, mine and mill equipment operators, prospectors, assayers, diamond drill helpers, and underground miners.

Specific Projects

Negotiations for a human resource development agreement were successfully concluded with CAMECO - A Canadian Mining and Energy Corporation for their Jasper gold mine. An agreement will be officially signed in August, 1990.

Under the agreement, northerners will be trained by CAMECO as mill operators, assayers, and underground mine surveyors for employment at the new mine. The agreement also provides for on-site training at the nearby Corona Corporation gold mine for Jasper mine trainees.

Similar agreements are already in place for mines at Cigar Lake, Rabbit Lake and Key Lake along with the Jolu mine near Lac La Ronge. In addition, a successful reporting plan is in place for the Cluff Lake mine.

Human Resource Data Bank

Saskatchewan Education maintains an ongoing computerized Human Resource Data Bank which contains the demographic, educational, training and employment histories of over 4,200 northern residents. This represents more than one quarter of northern Saskatchewan's potential labour force.

The data bank facilitates the hiring of northerners by providing employers with ready access to training and education profiles of northern communities. It also helps Saskatchewan Education monitor and evaluate programs, and plan for the long term education and training needs of northern Saskatchewan.

Task Force on Northern Education

Task Force Report

A twelve-member Task Force on Northern Education was established in March, 1988. The task force was asked to establish goals for the educational system in the north, identify the concerns of northern people, and provide recommendations to address those concerns.

An interim report was presented to the Minister in June, 1989. This was distributed to all major stakeholders in northern education for further review and comment.

The *Final Report of the Northern Education Task Force* was presented to the Minister in November, 1989. The report highlights the need for increased emphasis on teaching native languages, greater parental and community involvement in schools, and development of training programs for teachers in native languages. It also calls for development of a guidance counselling program along with measures to combat substance abuse in schools and improve literacy rates in the north.

Saskatchewan Education Response

The Minister's formal response to the task force report was released on June 8, 1990 in La Ronge. *A New Beginning for Education in the North* provided an overview of Saskatchewan Education's plan for implementing the report's recommendations, highlighted by a $1 million funding commitment for 1990-91.

The plan also suggested ways of continuing the process of consultation with northerners, as recommended by the task force. Planned initiatives towards this end include establishment of a Northern Education Advisory Forum along with support and coordination of a Northern Education Implementation Committee.

At the end of the reporting year, a number of initiatives were already underway as a direct result of task force recommendations.

Implementation of Recommendations

Student Retention

Saskatchewan Education is working with the Northern Lights School Division and other agencies to promote

the retention of students in the kindergarten to grade 12 school system.

Towards this end, in March, 1990 a new Northern Saskatchewan Student Awards Program was announced that will provide recognition for the achievements of northern students. The program consists of 69 awards for achievement presented at the middle years level and 46 at the secondary level. A second program provides recognition for the accomplishments of grades 7 to 12 northern students by awarding six Lieutenant Governor's Awards of Excellence. Saskatchewan Education provided $27,550 for northern student awards programs in 1989-90.

In fall, 1989 the Athabasca Awards were presented for the first time. This program was undertaken to encourage students in the Athabasca region to continue their education by rewarding their achievements. Recognition is provided for academic, cultural, and personal achievement. The awards are a joint project of Saskatchewan Education, the Northern Lights School Division, several schools operated by Indian bands, the Cigar Lake Mining Corporation and CAMECO.

Academic Upgrading

The Ile-a-la-Crosse High School Re-entry Pilot Project commenced in September, 1989. The project gives northerners 20 years of age and older an opportunity to obtain a grade 12 certificate by successfully completing courses in English, social studies, biology, geology and chemistry. Two locally developed courses - life skills and Métis studies - are also available. This is a joint undertaking of the Gabriel Dumont Institute, the Ile-a-la-Crosse School Division and Saskatchewan Education.

The Athabasca Cooperative School-Employer Re-entry Pilot Program was introduced in November, 1989. The purpose of the program is to provide northerners with the skills and grade 10 education required for jobs in the mining industry, or for continuing their education. Up to forty-five Athabasca residents will participate in the program over the next three years. Training is delivered through Northlands College. This is a joint project of the Athabasca Training Council, Indian and Northern Affairs Canada, Saskatchewan Indian and Native Affairs Secretariat, Canada Employment and Immigration Commission, Saskatchewan Education, and several northern mining companies.

Additional assistance is being provided to the Northern Teacher Education Program (NORTEP), a program which expands teacher training for northerners to include the middle years and secondary levels. The objective is to encourage northerners to pursue careers in education, and in the process provide much needed role models for northern youth.

Counselling

A new program was offered through Northlands College in cooperation with the Northern Lights School Division to address the need for guidance counsellors in northern schools. This initiative will support the long term implementation of academic, career and personal counselling services for northern students. University of Regina credits are provided for this course.

A Middle Years Counsellor-Social Worker Pilot Project was undertaken in the Creighton School Division. The purpose of the program is to improve student retention rates. A professional counsellor works with teachers, administrators and the home and school liaison coordinator to identify and resolve the personal and social problems of students who are potential drop-outs.

Literacy Training

Learning begins with the ability to communicate. Students of any age cannot learn if they cannot read, write, speak and listen. Saskatchewan Education has a campaign underway to upgrade literacy skills for Saskatchewan adults.

Highlights

- One million dollars was provided to the Saskatchewan Literacy Council to continue the literacy campaign in 1990. The Council's mandate was also extended to August 31, 1991.
- The Spotlight on Literacy Conference was held in Regina, providing a forum for professionals and volunteers to exchange information on literacy programs and initiatives in the 1990s.
- $750,000 was provided to educational organizations for computer-based literacy instruction in 1989-90 as part of the three-year agreement with IBM Canada Ltd. to help Saskatchewan residents improve their literacy skills.
- Eight new centres for computer-based literacy instruction were officially opened during the year, bringing to ten the number in operation throughout the province at year end.

Saskatchewan Literacy Council

In Saskatchewan 145,000 adults have less than a grade 9 education. This represents almost 20% of the adult population. Many of them have difficulty reading and writing, and some are illiterate. The problem is particularly acute among natives, northerners, inmates in correctional centres, and recent immigrants.

The Saskatchewan Literacy Council was established by Saskatchewan Education on September 8, 1987. The council was charged with designing and implementing a campaign to help Saskatchewan adults improve their literacy skills. In March, 1990 the Council's mandate was extended to August 31, 1991.

The council consists of 16 members representing teachers, trustees, journalists, the business community, literacy students, service organizations and librarians. Premier Grant Devine serves as honourary chairperson.

Saskatchewan Literacy Campaign

A campaign developed by the Saskatchewan Literacy Council was undertaken in December, 1987.

The campaign is designed to help thousands of Saskatchewan adults upgrade their literacy skills. One million dollars was provided for the campaign in 1989-90. Significant progress was made.

Programs

Literacy programs are being made available through the regional colleges, SIAST campuses, READ Saskatoon and the Regina Public Library. The regional libraries assist by providing additional reading resources for the literacy programs. More than 2,800 Saskatchewan adults benefited from these programs in 1989-90, double the number from the previous year.

The campaign is volunteer-based. A total of 1,920 volunteers in communities all over Saskatchewan give of their own time to help make the programs work. Saskatchewan Education coordinates the campaign, provides funding, and increases public awareness through advertisements and promotions.

While each program is tailored to meet local needs, the following features are common to all:

- extensive volunteer involvement in instruction;
- cooperation with local and regional organizations in the campaign;
- development of reading and writing skills in response to the requirements of the students;
- provision of training and support for volunteers;
- local and regional promotion; and,
- evaluation plans for each program.

Public Awareness

An ongoing public awareness program is a key feature of the literacy campaign. The program is designed to attract both students and volunteers to literacy programs. The 1989-90 program began in October, 1989 and continued through to spring, 1990.

The multi-media program used television, newspaper and radio advertisements to promote the importance of literacy and the availability of training programs. The advertisements focused on testimonials by adult students to drive home the importance of literacy and the fact that it is never too late to start learning.

Excellent cooperation was received from media outlets. Many television and radio stations as well as newspapers matched the paid advertisement with a complimentary promotion.

Saskatchewan Literacy Foundation

The literacy campaign requires extensive resources, both human and financial. Those who are unable to volunteer their time can contribute in other ways, such as making a financial donation.

The Saskatchewan Literacy Foundation was incorporated in May, 1988. The foundation is responsible for raising additional funds for research on literacy issues and developing ways to address these issues. This includes accepting individual and corporate donations for literacy initiatives.

The foundation has developed a fund-raising strategy with the goal of raising $3 million for literacy programs.

Spotlight on Literacy Conference

The Spotlight on Literacy Conference was held in Regina May 30 to June 1, 1990. The objective was to provide a forum for professionals and volunteers from across Canada to exchange information on literacy programs and initiatives in the 1990s. The conference was hosted by Saskatchewan Education with support from IBM Canada Ltd. and Multiculturalism and Citizenship Canada.

Topics addressed at the conference included computerized literacy instruction, community and family involvement in literacy training, programs of instruction for special needs students, and the role the workplace can play in upgrading literacy skills. Among the keynote speakers were Peter Calamai, Washington correspondent for Southam News; Ann Danchak, education consultant with IBM Canada Ltd.; and Sister Jennie Lechtenberg, director of the PUENTE (People United to Enrich the Neighbourhood Through Education) Learning Centre in Los Angeles. More than 200 delegates attended.

The conference was just one of the projects announced in March, 1990 to promote literacy during 1990 — International Literacy Year. A Provincial Learners' Conference for literacy students and tutors was held May 4-6, 1990. Literacy Practitioners' Institutes were held throughout the year and will continue into the coming year. Also planned is the preparation of a literacy newsletter for distribution to students and teachers.

Computer-Assisted Literacy Training

Overview

On September 8, 1988 the Government of Saskatchewan entered into a three-year agreement with IBM Canada Ltd. to help more than 5,000 Saskatchewan adults improve their reading and writing skills.

The agreement introduced PALS — Principle of the Alphabet Literacy System — to Saskatchewan. PALS is a computer-based system of instruction designed to teach basic literacy skills. This represents the first major application of computer-assisted literacy training anywhere in Canada.

IBM is providing $1 million in hardware, software and services for 99 Personal System/2 computers at locations throughout Saskatchewan. Mobile units are also being used.

The Government of Saskatchewan, through Saskatchewan Education, agreed to provide $2.25 million over three years for start-up costs and operating expenses. Local school boards, regional colleges, SIAST, and other agencies are providing administrative support and facilities.

IBM PALS Network

The first two permanent IBM PALS laboratories for computer-based literacy instruction commenced operation in fall, 1988 in Regina and in February, 1989 in North Battleford. Seven more IBM PALS labs were officially opened in 1989-90. They are located in La Ronge, Prince Albert, Yorkton, Moose Jaw, and Saskatoon (two labs) along with a second site in Regina. A small-scale facility was also opened at the Whitespruce Youth Treatment Centre.

Four mobile labs have been established to travel around the province meeting regional needs. Eight different communities have now been served by these mobile units.

Approximately 2,500 adult and school-aged learners upgraded their literacy skills through IBM PALS during its first full year of operation.

In September, 1990 another small-scale facility will commence operation within the Regina Roman Catholic Separate School System. Four pilot projects are planned for the summer of 1990.

The goal is to make PALS available to 26 Saskatchewan communities by June, 1991.

Evaluation

Evaluation of the volunteer program and the IBM PALS program continued during the year. The evaluation is being conducted on an ongoing basis by the Saskatchewan Instructional Development and Research Unit (SIDRU) from the University of Regina.

The objective is to assess the strengths and weaknesses of conventional and computer-assisted literacy training so that both can operate at peak efficiency.

Reading Campaign

Good reading habits in youngsters improve their literacy skills. Towards this end Saskatchewan Education initiated a province-wide reading campaign in fall, 1988. The purpose of the campaign is to promote reading among kindergarten to grade 4 children and their parents.

The province-wide, multi-media campaign continued in 1989-90. The campaign again featured its mascot — Readmoreforus, the reading dragon — and the slogan "Use Your Imagination — Read". Newspaper and television advertisements, billboards, posters, bookmarks and buttons were all part of the campaign.

Distance Education

Distance education is a form of learning in which the instructor and student are in different locations and communicate through non-traditional means.

It can be delivered by long-established institutions such as the correspondence school, and also through new technological approaches such as satellite transmission and the use of fibre optics networks.

Highlights

- The Saskatchewan Communications Network (SCN) began broadcasting to receiving sites in 35 Saskatchewan communities. SCN is the province's new, state-of-the-art education/information broadcasting network.
- University courses and other forms of instruction were made available to Saskatchewan communities by way of fibre optics and satellite transmission.

Correspondence School

The Correspondence School is Saskatchewan's largest high school. It provides learning opportunities to high school students and adults throughout the province, and also to people from Saskatchewan who are temporarily residing in other provinces or countries. The school develops, publishes, revises and administers 66 different grade 9 to 12 courses.

In 1989-90 a total of 6,257 students were registered in correspondence school courses. School-aged enrolment declined from the previous year, while adult enrolment increased by 6%. Adult students made up 34% of total enrolment in 1989-90.

The Correspondence School plays an important role in supplementing conventional education, particularly in rural Saskatchewan. The school enhances locally offered courses and ensures equal access to learning opportunities throughout the province. In addition, a significant number of correspondence courses are used by non-specialist teachers as valued teaching aids.

Two new courses were developed and three other courses were revised during the year. Teaching staff participated in a number of subject-specific conferences and seminars.

Thirty-two elementary students were registered with the British Columbia Correspondence and Distance Learning Branch during the year. This was done on the recommendation of their respective directors of education and the Correspondence School. The service is made available to students who reside in an area where an organized school does not exist, and in other special cases approved by local directors of education.

High Technology Distance Education

Distance education can make learning opportunities equally accessible to anyone, anywhere. This is particularly important in a province such as Saskatchewan with its large geographic area and relatively low population density.

One way of reaching this goal is through technological means. Saskatchewan Education is actively exploring new approaches to making learning opportunities available throughout Saskatchewan.

The Correspondence School along with four schools in the Eastend School Division undertook a pilot distance education project in fall, 1989. The project involves teaching grade 9 and 10 French by way of telephone (teleconferencing and teletutoring), facsimile machine, audio-cassettes, and print material. The project demonstrates how the combination of new technology and collaboration among educational institutions can greatly improve learning opportunities for rural students.

Saskatchewan Tele-Learning Association

The Saskatchewan Tele-Learning Association (STELLA) is a non-profit corporation which pioneered technological distance education in Saskatchewan. The corporation is run by a consortium of organizations which includes Saskatchewan's two universities, several regional colleges and the Saskatchewan Wheat Pool.

Prior to the creation of the Saskatchewan Communications Network (SCN) in early 1989, STELLA was the lead agency for the delivery of educational programming through electronic means. With the advent of SCN, STELLA continues to function as a voluntary association with the aim of encouraging, stimulating and further developing distance education programming in Saskatchewan.

Over the spring and summer of 1989, STELLA worked with SCN, SIAST, and the regional colleges to convert the existing STELLA network for satellite delivery of educational programming into an enhanced SCN network.

Saskatchewan Communications Network

The Saskatchewan Communications Network (SCN) is a new Crown corporation established to coordinate access to Sask Tel's communication network. The corporation's primary objective is creation and operation of a state-of-the-art education/information network for Saskatchewan.

SCN began broadcasting on its narrowcast network to 35 receiving sites managed under contract by the regional colleges and SIAST in September, 1989. The initial year of programming on the narrowcast network was made up primarily of first year university credit courses.

SCN is expected to begin broadcasting on its public broadcast network early in 1991. This network will be accessible to cable subscribers. Programming on the public information network will provide improved access to learning opportunities along with information on other topics such as agriculture, health and culture. By the fall of 1990 it is expected the SCN network will have expanded to include 50 centres.

Distance Education Program Review Committee

A Distance Education Council was established by Saskatchewan Education in October, 1987. The sixteen-member council met regularly to develop policy and coordinate distance education programs. It also assessed new technology and provided advice on specific funding provided through the Education Outreach Fund.

With the advent of SCN, a new Deputy Minister's advisory committee — the Distance Education Program Review Committee — was established in July, 1989. This committee took the place of the Distance Education Council. The structure and membership of the committee is better suited to the goals and objectives of SCN.

Membership on the new committee is drawn from the education sector. The committee reviews and priorizes all submissions from the education system for the development and acquisition of credit and credit-related SCN programming. It is also responsible for advising on the long term plan for post-secondary distance education in Saskatchewan.

Education Outreach Fund

The Education Outreach Fund (EOF) was established in 1987 to improve access to education for rural and northern Saskatchewan residents. EOF in part provides funds to augment the offering of university, technical institute, and other programs outside of major urban centres.

Services to Students

Saskatchewan Education offers a number of services to assist students at all levels of the education system. These include guidance and career counselling, support services that address social needs, and administration of provincial and federal student loans.

Highlights

- Saskatchewan's most outstanding grade 12 students were recognized for their academic accomplishments through the 1989 Saskatchewan Scholar Awards and Achievement Awards.
- A pilot project was undertaken at Marion Graham Collegiate in Saskatoon to help students who have overcome chemical dependency re-enter the school system.
- A project was undertaken that will make members of the 32 trade advisory boards available to high school counsellors as resource people for their specific trades. The objective is to help students make more informed career choices.
- More than $53 million in Canada Student Loan assistance was authorized to approximately 18,000 full-time students.
- Saskatchewan Student Loan assistance of approximately $44 million was authorized to more than 14,000 students.
- *Design Your Future* — a new career planning guide — was distributed to all Saskatchewan high school students.

Support Services

Overview

While parents have primary responsibility for meeting the needs of their children, Saskatchewan Education recognizes that there is a constructive role the school can play as well.

Effective learning can be obstructed by socio-economic problems that face students outside of the school. The support services offered by Saskatchewan Education represent an attempt to reach out into the community in a more direct fashion and address some of the problems that hamper learning.

Similarly, the community — parents, senior citizens, employers, workers, and the public at large — have an important role to play in supporting students. New ways are being explored to actively involve them in the education system.

Aftercare Pilot Project

A pilot project was undertaken in February, 1990 to help high school students who had successfully completed drug and alcohol rehabilitation programs re-enter the school system. The project will run until June, 1991 at Marion Graham Collegiate in Saskatoon.

The objective is to help reintegrate students into the regular school environment in phases, using a "school-within-a-school" model geared to the students' special needs. The Marion Graham Project provides individualized academic programs, daily monitoring, family involvement, and also supports regular twelve-step, self-help group involvement.

The project at Marion Graham Collegiate is a joint undertaking of Saskatchewan Education, the Saskatchewan Alcohol and Drug Abuse Commission (SADAC), and the Saskatoon Board of Education. Saskatchewan Education and SADAC each provided $85,125 for the project.

Driver Education

Work continued on the development and evaluation of an enriched course of studies for the high school program.

The driver's handbook for special needs students underwent its second year of production and testing. This was a joint project with the Saskatoon Public Board of Education. Continued progress was made in developing and producing driver education materials for use by French-speaking students.

Consultative services were provided to boards of education on all aspects of the driver education program including interpreting policy, staffing and program delivery.

Saskatchewan Education played a lead role in federal-provincial initiatives associated with the National Impaired Driving Strategy. Work continued on development of a module (course component) on impaired driving for use in driver education, health, human justice and related high school programs across Saskatchewan and Canada.

Driving Without Impairment

The Driving Without Impairment (DWI) Program is designed to deal at the community level with the problem of drinking and driving. The DWI program draws its strength from local groups in more than 40 Saskatchewan communities. The 16-hour course taught by community members consists of formal lectures and group discussions on a wide range of topics related to alcohol, other drugs and driving, emphasizing the incompatibility of driving with alcohol or drug use.

One provincial conference of program coordinators, local DWI committee representatives and Alcohol and Drug Abuse Society representatives was held during the year. Over 50 representatives from all over Saskatchewan attended each conference.

Chemical Free Celebrations

Chemical Free Celebrations is a new initiative developed to build upon the former Safe Grad Program. It broadens the scope to include other forms of extra-curricular student activity.

There is a growing trend towards chemical free student celebrations. This reflects a growing awareness among teachers, students and parents of substance abuse risks for adolescents and a willingness to opt for more positive, healthy lifestyles.

Community Liaison

Work began on development of strategies to promote positive interaction between schools and the community. Business, seniors, and non-parent groups were targeted as groups for whom increased school-community interaction would be mutually beneficial.

In March, 1990 a Business and Education Symposium was held in Regina. The symposium brought together educators and business people to discuss their respective interests in the school system. The overall objective was to foster partnerships between business and education, and help students become better prepared to function effectively in the business world.

Special emphasis was given to volunteerism. Many groups, particularly non-parents, could benefit the school system in this way. A survey was done on volunteerism in all Saskatchewan schools. Results will be available in the coming year, and will help determine the kinds of initiatives that are undertaken.

Continued emphasis will be placed on business-education partnerships, and in-service seminars on school-community relationships.

Family Support Program

Saskatchewan Education cooperated with Saskatchewan Social Services along with the public and separate school boards in Regina and Saskatoon to initiate a new Family Support Program in September, 1989.

Under the program, five full-time social workers employed by Saskatchewan Social Services were assigned to inner city schools in Regina and Saskatoon.

The social workers help children and their families cope with basic problems such as food, clothing and shelter, and also help parents develop life skills. Individual projects are managed by working committees made up of representatives from the local school divisions and Saskatchewan Social Services.

Guidance and Counselling

Counselling and Career Development Coordinating Committee

The Provincial Coordinating Committee on Counselling and Career Development was established to identify ways of improving these programs and services on a province-wide basis. The committee also provides a network for information sharing.

The committee has representation from post-secondary educational institutions, professional counsellors, Canada Employment and Immigration Commission and the New Careers Corporation along with professional associations representing the kindergarten to grade 12 school system. The provincial departments of Education, Social Services, Economic Diversification and Trade, and Human Resources, Labour and Employment are also represented.

Meetings were held every second month during 1989-90, with the focus on networking. A process for issues identification was also initiated.

Student and Career Development Curriculum Advisory Committee

The Student and Career Development Curriculum Advisory Committee was established during the year to provide recommendations on the kindergarten to grade 12 career development instructional program.

The committee met four times in 1989-90. A background research paper was completed, and a field study of existing guidance and career education activities was undertaken as part of this research. The committee will continue to meet in the 1990-91 school year.

Resources for Guidance Counsellors

Continued progress was made in developing a link between high school guidance counsellors and members of the 32 trade advisory boards.

Board members will act as resource persons to the counsellors, providing career information in areas specifically related to their trades. This will help counsellors to better perform their role of assisting students in making informed career choices.

At the counsellor's request, board members may provide students with exposure to workplace conditions and first hand information on trade requirements. The academic requirements essential for a successful career in the trades will be emphasized.

Career Planning Guide

Design Your Future, Saskatchewan Education's career planning guide, was distributed to all high school students during the year. The guide addresses topics such as career options, occupational awareness, subject selection, post-secondary institutions, program opportunities, admissions and student financial assistance.

A section of the guide entitled "What To Study" will be updated for 1990-91 and will provide information on post-secondary program opportunities and admission requirements. It will be distributed to schools in fall, 1990.

Career Resources Mailing

Eight times during the school year career resource information is distributed to high schools. This information is produced by a variety of organizations

including provincial post-secondary institutions, government departments, professional associations, and others.

The purpose of this service is to coordinate the distribution of information to schools and thereby assist guidance personnel in keeping informed of developments and products in the field of career development. Material distributed includes information on education and training, occupation descriptions, labour market trends, financial assistance, and announcements of upcoming events such as conferences and workshops.

Career Resources News

A new career planning resource was introduced during the year in the form of a newsletter — *Career Resources News*. This was mailed to all high school principals and counsellors eight times a year in conjunction with the career resource mailing. The newsletter addressed topics such as work experience, admissions, apprenticeship, improving self-concept, peer counselling, and financing post-secondary education.

An evaluation of the newsletter was conducted, and indicated it was positively received by students and staff.

CROSSROADS

CROSSROADS is a computerized information system developed for use in student counselling. The system is updated annually and contains detailed information on over 800 education and training programs in the province. Schools, school divisions and others purchased 118 copies of this computer program in 1989-90.

Student Retention

Several measures were undertaken to provide a basis for development of student retention initiatives in 1990-91.

A review on the status of early school leavers was undertaken. It included a literature review of intervention strategies and a review of current efforts in schools and communities to combat the problem. The objective was to provide a basis for recommendations on directions Saskatchewan Education should pursue with respect to student retention.

Saskatchewan Education agreed to participate in an international research project sponsored by the Organization for Economic Cooperation and Development regarding at-risk youth.

Saskatchewan Education also entered into discussions with the federal government regarding the stay in school initiative of Canada Employment and Immigration, code-named START.

Student Exchanges

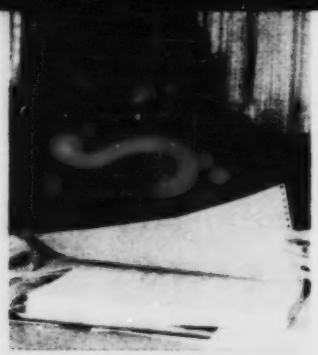
Saskatchewan Education provides ongoing support to a number of programs that enable students to expand their educational horizons beyond Saskatchewan's borders.

In January, 1990 twenty grade XI Saskatchewan students were selected to take part in the third annual Saskatchewan-Quebec Student Exchange Program. The program stems from an agreement reached in 1987 between the Saskatchewan and Quebec governments.

Under the program the students spend three months in Quebec attending high school, beginning in February, 1990. Twenty Quebec students attended Saskatchewan schools from September to December, 1989.

Students were selected on the basis of their academic standing and participation in French language programs. Saskatchewan Education provided each student with $350 to help defray expenses.

Other exchange programs included the Interchange on Canadian Studies and the international baccalaureate program at Lester B. Pearson College of the Pacific.



Student Financial Assistance

Overview

Saskatchewan Education administers financial assistance programs for Saskatchewan residents enrolled in approved adult and post-secondary courses of study. Major programs include the federally-sponsored Canada Student Loans Program and the Saskatchewan Student Loans Program which includes the Forgivable Loans Plan, the Special Incentive plan, the Interest Write Down Plan, and the Interest Relief Plan.

In addition, there are numerous scholarship and bursary programs financed by the Saskatchewan Student Aid Fund and jointly administered with educational institutions.

Saskatchewan Awards Program

The Saskatchewan Awards Program was introduced in September, 1988.

Under the program, awards of $500 are presented to the top 390 grade 12 graduates from Saskatchewan high schools. Saskatchewan Scholar Awards of $5,000 are given to seven students demonstrating scholastic superiority along with leadership skills in school and community involvement. Achievement Awards of $3,000 are given to ten students for academic excellence in pursuit of post-secondary education.

The 1989 winners under the Saskatchewan Awards Program were announced in November, 1989.

Scholarships

University Scholarships

A total of $6.8 million was allocated to the University of Regina and the University of Saskatchewan in 1989-90 for scholarships to undergraduate and graduate students who achieve high academic standing. This included entrance scholarships and General Proficiency Awards as well as other special awards.

Technical Institute Scholarships

The province allocated $255,840 in 1989-90 for scholarship funding at the Saskatchewan Institute of Applied Science and Technology (SIAST). SIAST uses this funding to provide scholarships valued at $500 each for students in certificate programs and $1,000 each for students in diploma programs. The scholarships are awarded on the basis of high academic standing.

In addition, entrance scholarships are available to attract top high school graduates to SIAST and recognize their academic achievement. Scholarships of $750 are available for one-year certificate program students. Diploma program students can receive scholarships worth $1,500.

D. R. Simmons Memorial Scholarships

Two awards of $500 each are awarded annually to Saskatchewan grade 12 graduates of Indian or Métis ancestry who are entering post-secondary study at an approved educational institution.

Doreen Kronick Scholarship

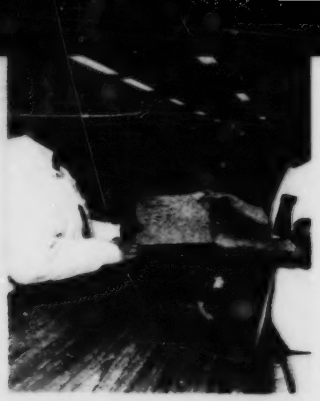
One award of $600 is made annually to recognize the scholastic achievement of a post-secondary education student majoring in special education for exceptional children. Saskatchewan Education will award an additional $600 if the recipient is a Saskatchewan resident attending a Saskatchewan university.

Queen Elizabeth II Scholarship

The Queen Elizabeth II Scholarship was established to commemorate the October, 1987 visit by the Queen and the Duke of Edinburgh. One $10,000 scholarship is awarded annually for graduate or post-graduate study of Saskatchewan politics and government at a Saskatchewan university.

Federal/Provincial French Language Bursaries

Bursaries to a maximum of $6,000 over four years of study are available under the Bursary Support Program for French Language Bachelor of Education students. To be eligible, students must be enrolled full-time in French language Bachelor of Education



programs at a Saskatchewan university and must contract to complete all four years of the undergraduate program.

Under the Fellowship Program, bursaries to a maximum of $2,000 are available to full-time students enrolled in post-secondary programs in French. These are defined as programs where at least 60% of the courses are in French.

French Minority Language Travel Bursaries are offered to defray transportation costs for students in French language courses at approved universities outside Saskatchewan.

The Saskatchewan Student Aid Fund is reimbursed by the federal Secretary of State for all bursaries awarded.

Student Loans

Canada Student Loans Program

The Canada Student Loans Program is funded by the federal government and administered by Saskatchewan Education using federal administrative criteria. Its purpose is to provide loan assistance to Saskatchewan residents in meeting the costs of full-time study at the post-secondary level at designated educational institutions. Federal loans are interest-free while students are attending school full-time and for an additional six-month period following graduation or discontinuation of studies.

In 1989-90 loans totalling more than $53 million were authorized to approximately 18,000 students.

Part-Time Canada Student Loans Program

Saskatchewan Education also administers the federally-funded Canada Student Loans Program for Part-Time Students. This program provides interest-bearing loan assistance to students who have cash-flow problems and are unable to meet their immediate educational expenses. Interest charges begin on the date the loan is negotiated, and repayment begins 30 days later.

Under this program, a part-time student may borrow up to $2,500. Loans totalling more than $103,000 were authorized to 100 students in 1989-90.

Saskatchewan Student Loans Program

The Saskatchewan Student Loans Program is funded by the Government of Saskatchewan. Criteria are the same as the Canada Student Loans Program. To receive a provincial loan, students must have qualified for maximum Canada Student Loan assistance, or be enrolled in an approved Adult Basic Education course.

Under the Saskatchewan Student Loans Program, full-time post-secondary students may receive up to $145 per week for courses greater than 11 weeks in duration. Students in courses 4-11 weeks in duration may receive up to $75 per week, if the course is part of a longer program. Adult Basic Education students may receive up to $250 per week.

Based on assessed need, a student who qualifies as a Special Incentive Student may receive an additional $110 per week of study. To qualify, a student must be at least one of the following:

- a single parent with full-time custody of his or her own children;
- a Non-Status Indian or Métis;
- accepted into the Vocational Rehabilitation of Disabled Persons Program;
- accepted into the Special Incentive Program for Northerners.

Provincial loans are interest-free while recipients are full-time students, and for an additional six-month period following graduation or discontinuation of studies. Loans are issued by and repayable to the Saskatchewan Student Aid Fund.

Saskatchewan Student Loans worth approximately $44 million were authorized to more than 14,000 students in 1989-90.

As of June 30, 1990 the Saskatchewan Student Aid

Fund's loan accounts receivable totalled more than $88 million. At that time approximately 26,000 loans were at various stages in the student loan process, from authorization of funds to repayment. This compares to approximately 23,000 loans worth nearly $73 million at the conclusion of the previous reporting year.

Forgivable Portion of Saskatchewan Student Loans

Special Incentive Students and others with high need may be eligible to have a portion of their Saskatchewan Student Loans forgiven. Loans are forgiven only if the student successfully completes at least 60% of a full course load during each study period for which assistance is authorized. Forgivable loans are available for Adult Basic Education and the first five years of post-secondary study. After the first five years of schooling, all authorized assistance is repayable.

In 1989-90 more than $8.77 million in forgiveness benefits was authorized to approved for 3,610 students.

Loan Remission Subsidy for Special Incentive Students

Special Incentive Students who successfully complete at least 60% of a full course load are eligible to apply to the province for full remission of their repayable student loans for the first 60 weeks of post-secondary education.

Adult Basic Education students who qualify as Special Incentive Students are eligible to apply for full remission of their Saskatchewan Student Loans authorized for Adult Basic Education, contingent upon successful completion of courses.

In 1989-90 more than $6.6 million in remission benefits was approved for approximately 3,900 students.

Interest Write Down Plan

The Interest Write Down Plan subsidizes the student for interest costs over 6% for the first three years of a standard repayment period. This provincial program is applicable to both federal and provincial loans authorized by Saskatchewan Education for courses commencing between May 1, 1986 and July 31, 1989.

Over the three year duration of the plan, subsidies totalling approximately $14 million were provided to more than 19,000 students.

Saskatchewan Interest Relief Plan

Students can obtain up to 18 months of additional interest-free status for Saskatchewan Student Loans through the provincial Interest Relief Plan. No payments are required during the approved interest relief period. To qualify, students must be in financial difficulty due to unemployment, illness or other extenuating circumstances.

In 1989-90 interest relief was provided to approximately 650 students, up from 500 the previous year.

Fuhrmann Emergency Loans

This program provides short-term loans to a maximum of $400 each to full-time students attending the Saskatchewan Institute of Applied Science and Technology. Loans are authorized only when all other financial resources have been exhausted. They must be repaid in 90 days. This program was made possible by a $12,000 donation from the Fuhrmann family of Regina.

Information and Counselling

Saskatchewan Education's Student Financial Assistance Branch offers information and counselling services to students, their families, educational institutions and the general public.

In 1989-90 a monthly average of 7,500 telephone calls and personal visits were received, dealing with general program inquiries along with more specific matters such as loan status and repayment criteria. Individual assistance and counselling was provided to more than 1,200 students and their families.

Seventy information meetings were held by branch staff in communities all over Saskatchewan, including northern Saskatchewan. Approximately 7,000 people attended these sessions to gain a better understanding of available programs. The demand for this service continues to increase.

Audit and Verification

All information provided by applicants for the purpose of obtaining financial assistance is subject to audit and verification.

Providing misleading information may result in prosecution under *The Canada Student Loans Act*, and/or *The Student Assistance and Student Aid Fund Act, 1985.*

A total of 474 files were audited in 1989-90, resulting in $524,486 in Canada and Saskatchewan Student Loan overpayments. There were nine files turned over to Saskatchewan Justice for their consideration.

Services to Teachers, Schools and School Divisions

Saskatchewan Education provides support services such as accreditation and certification to assist teachers in performance of their duties. The department also provides a variety of administrative and program support services to Saskatchewan schools. In addition, Saskatchewan Education assists with planning and financing school facilities and oversees all grants to local school divisions.

Highlights

- More than $431 million was provided to Saskatchewan school boards for operating grants and debt retirement.
- Twenty Saskatchewan teachers participated in exchange programs with the United Kingdom and the United States.
- A new Advisory Board on Independent Schools was established to provide advice to the Minister on matters relating to independent schools, including development of regulations and policy.

Services to Teachers

Teacher Accreditation

Accreditation allows teachers to determine final grade 12 marks for specified subjects. Approximately 1,200 practising teachers in Saskatchewan have been accredited by Saskatchewan Education.

Saskatchewan Education offers consultative services on an ongoing basis, providing information on requirements teachers must meet to become accredited. Records of approved accreditations are also maintained.

Certification and Qualifications

Saskatchewan Education is responsible for assessing teacher qualifications and issuing certificates.

The regulations for certification requirements and the classification of teachers remained unchanged during the year.

University enrolment in regular teacher education programs showed an increase from the previous year. There were 2,140 (including SUNTEP, NORTEP and Indian Teacher Education Program) education students enrolled at the University of Saskatchewan in 1989-90, up from 2,041 the previous year. University of Regina enrolment was 1,170, up from 1,118 in 1988-89. Nine hundred thirty-one teachers were issued certificates to teach in the province, including 567 who trained at Saskatchewan's two universities.

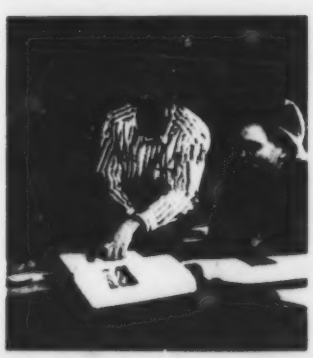
The Board of Teacher Education and Certification met six times and reviewed 23 appeals from teachers regarding certification.

The Teacher Classification Board met four times and heard 28 appeals.

Teacher Exchanges

Saskatchewan Education administers the Canadian Education Association Teacher Exchange Program. This program allows experienced Saskatchewan teachers to spend a year on exchange with a teacher who has a similar teaching assignment in a foreign country. The program involves the United States, the United Kingdom and Germany.

Twenty exchanges were arranged in 1989-90 with fifteen teachers going to the United Kingdom and five to the United States. Their foreign counterparts spent the year teaching in Watrous, Lanigan, Saskatoon, Canora, Lloydminster, Regina, Indian Head, Carrot River, Cupar and Martensville.



Services to Schools and School Divisions

Regional Offices

Saskatchewan Education has regional offices in Weyburn, Swift Current, Saskatoon, Melfort, North Battleford, Regina and La Ronge.

The regional office network makes Saskatchewan Education more accessible to the people it serves. These offices are often the first point of contact for parents, school divisions and the general public on education-related matters.

Regional offices assist local school divisions with establishing special education programs, approving funding and monitoring existing programs. They increase awareness of new initiatives in curriculum development and help to implement new courses of study.

Capital project proposals from school divisions receive initial consideration at the regional level. The regional offices also review all information used to determine school division grants.

Regional offices assist with the interpretation of legislation, regulations and policy. They are also responsible for reviewing and approving applications for financial assistance through the Education Development Fund.

Funding

Funding provided by the province to school divisions encompasses three main categories: the foundation operating grant, long-term debt retirement, and the Education Development Fund (EDF).

The operating grant is designed to provide equality of educational opportunity without requiring unduly high property taxation at the local level. It is based on recognized province-wide per pupil expenditures and the ability of school boards to raise funds through property taxation.

More provincial funding is provided to school divisions that have a low local revenue generating ability, relative to school divisions which have a high revenue generating ability.

Funding for long-term debt retirement is provided to repay the principal and interest costs on capital projects such as new schools or renovations. On average, the province pays for 80% of the cost of these projects and the local board pays the remaining 20%.

The Education Development Fund provides money to school divisions to undertake program improvements, implement efficiency measures and acquire learning resources such as library materials and computers. A total of $13,750,000 was allocated to school divisions in 1989-90.

Provincial funding to school boards in 1989-90 totalled $431,209,500. Table 35 shows comparable figures for 1984 to 1990.

Facilities Planning

Saskatchewan Education shares responsibility for planning, constructing and financing of kindergarten to grade 12 school facilities with local boards of education.

School construction costs for approved projects are cost-shared on the basis of the individual school board's ability to pay. Local boards provide an average of 20% of total project costs.

Saskatchewan Education issued funding approvals for 92 capital projects at a total cost of $47.5 million in the 1989-90 school year.

Of this total, $27.9 million was provided for major additions including one new school. A total of $11.4 million was provided for seven major renovation projects. Eleven relocatable classrooms accounted for $2.4 million. Forty-two roof repair projects were undertaken at a total cost of $3.7 million, and 15 projects involving miscellaneous construction or repair accounted for the remaining $2.1 million. Further details on the 1989-90 capital allocation are contained in Table 34.

A policy was introduced in 1989 of approving provincial financing for small-scale roof repairs to encourage boards to develop more effective roof maintenance programs. Over the long term this will improve the performance and longevity of existing roofs and reduce replacement costs.

Book Bureau

Through the Book Bureau, the department serves as a retail distributor of school textbooks, workbooks, reference books and related print and non-print materials for use in Saskatchewan schools and the Correspondence School. Numerous department publications are also available from the bureau.

These classroom resources are purchased directly from publishers at bulk discount rates and sold primarily to school divisions and teachers at minimum cost.

Sales for the reporting year totalled $4.7 million. The inventory remaining at year-end was valued at $1.6 million. A net recovery of $234,757 was transferred to the Consolidated Fund.

Saskatchewan School Improvement Program

The Saskatchewan School Improvement Program (SSIP) provides an improved framework for managing change and implementing new initiatives at the local school level.

The purpose of the program is twofold: to explore means of improving school effectiveness by fostering a more personalized atmosphere, and to involve more people in educational planning and problem solving at the local level where the impact of change is most keenly felt.

SSIP was expanded to include an additional 32 schools in 1989-90. There are now 77 schools in 37 school divisions involved in the program.

Saskatchewan Education conducted two summer training institutes, networking meetings, on-site visitations and informal contacts during the year to help school staff become more familiar with the program. Teachers and other school officials involved in the program reported improved problem-solving, goal setting, planning, overall school climate, community relations, quality of instruction, and communication in their schools.

SSIP will continue to expand during the 1990-91 school year. Twenty-nine additional schools and eleven new school divisions will begin involvement with the program. In addition, several school divisions are expanding the program to include more schools within their division.

Pupil Transportation Safety

Saskatchewan Education held several workshops for school bus drivers to help maintain their excellent record in safely transporting students to and from school. The workshops dealt with the role of the drivers, emergency procedures, policy issues and the safe operation of buses. Over 200 drivers and other school personnel attended.

Ongoing consultative services were provided by Saskatchewan Education to drivers, parents, school boards and other school officials on transportation issues.

Independent Schools

Continued progress was made in implementing the June, 1988 policy on independent schools.

In August, 1989 legislation was passed to permit the regulation and registration of these schools. The legislation also contains provisions to legitimize attendance of pupils at registered independent schools, and exempt these schools from property tax effective January 1, 1989.

A new Advisory Board on Independent Schools was established in October, 1989. The board was established to provide recommendations on all matters relating to independent schools. These include development of regulations and policy considerations such as appropriate curriculum and teacher

qualifications. The board is expected to submit its recommendations to the Minister in the summer of 1990.

In January, 1990 regulations were passed to provide for the interim registration of independent schools, pending receipt of the advisory board's recommendations. At the end of the reporting year, 27 schools had been given interim registration by Saskatchewan Education's Independent Schools Branch.

Provincial Library

The Provincial Library supports the learning process by making library resources available to people across Saskatchewan through the public library network.

Highlights

- The Northern Library Board Office was established, completing the one-province library system which began with the establishment of the Wapiti Regional Library in 1950. The new board coordinates library services to public, regional college and school libraries in the north.
- The computerized Dynix Library System became operational.
- A collection development plan was completed.

Overview

The Provincial Library provides grants and support services to regional, municipal and northern public libraries. It serves as a coordinating agency within the provincial public library system, and is responsible for administering *The Public Libraries Act, 1984*, the regulations governing the operation of public libraries and *The Statistics Act*.

During the year the library worked with various organizations to enhance the sharing of resources among libraries, and to increase public awareness of library services. Liaison was maintained with provincial and national library organizations. Relationships continued to develop with various other groups including the Canadian National Institute for the Blind, the Saskatchewan Association for Community Living, the Multicultural Association of Saskatchewan, and seniors' groups.

Saskatchewan Library Board

The Saskatchewan Library Board provides advice to the Minister on the coordination and planning of the public library system. Each public library has a representative on the board along with library users, the Saskatchewan School Trustees Association, the Saskatchewan Association of Rural Municipalities (SARM), and the Saskatchewan Urban Municipalities Association.

Two meetings were held during the year. At the board's first meeting in October, 1989 a number of issues meriting further investigation were identified. These included funding, automation, accessibility, relations between school and public libraries, library policies, communications, and copyright.

At the second meeting in March, 1990 the agenda expanded to include discussion of the SARM resolution on merging the school and public library systems and, at the Minister's request, the "Vision" document commissioned by the Saskatchewan Library Association and the Saskatchewan Library Trustees Association.

Professional Services

Library Automation

The Dynix Library System went into operation in February, 1990. Approximately 180,000 books were barcoded before implementing the system's circulation and online searching functions. The system proved to be fast and easy to use, and promises to improve interlibrary loan and reference services.

Northern Library Services

An amendment to *The Public Libraries Act* in 1990 established the Northern Library Office and the board responsible for coordinating library services in the north.

Schools along with public library and regional college boards are represented on the board. The historic first meeting of the board took place in December, 1989.

The Northern Library Office is responsible for services previously provided by the Northern Services Section of the Provincial Library. The office was established to improve library services in the north and put them under the control of northerners.

Collections and Resource Materials

The Provincial Library's Collection Development Plan was completed during the year. The plan identifies strengths and weaknesses of the library's collections and provides direction for future acquisitions. An evaluation to determine the current state of the collections was also completed.

The Provincial Library also facilitated loading of the talking book collections at the Regina and Saskatoon public libraries into the computer data base (CANUC:H) at the National Library in Ottawa for purposes of national access.

A new collection of alternate format audio cassette kits was started for people with disabilities. The 670 kits consist of slow speed audio cassettes accompanied by high interest and easy vocabulary books. The slow speed of the audio cassette makes it easier for the reader to follow the print.

The library prepared and distributed an Equipment and Technical Aids kit for people with disabilities, along with a Science and Technology Buying Guide for juvenile materials.

Multicultural Project

The Multicultural Library Services Development Project was initiated in 1988 to improve library services for people with various cultural backgrounds, and to increase awareness of library services among cultural groups. The project involved the communities of Elfros, Kamsack and Melville and was undertaken in cooperation with the Parkland Regional Library and the Multicultural Council of Saskatchewan (MCoS).

The project was completed in early 1990 and led to development of an action plan that involved the branch libraries, the regional library, MCoS and the Provincial Library.

One action plan recommendation resulted in five authors giving readings in the three participating communities. Each author's writing reflected his or her particular cultural perspective. These readings were held to promote an awareness of the multicultural nature of Saskatchewan.

The participating authors were Archie Crail, a South African refugee; Joe Welsh, a Métis author from Lebret; Lois Ross, a francophone from Gravelbourg; Donna Caruso, a United States immigrant whose parents were born in Italy; and Brenda Niskala, who writes about Saskatchewan Finnish and Métis people.

Summer Reading Program

The Summer Reading Program is held annually to encourage Saskatchewan youngsters to read, both for learning and enjoyment. The program is sponsored by the Saskatchewan Library Association and public libraries throughout the province, with support from the Provincial Library, Saskatchewan Lotteries, and the Saskatchewan Weekly Newspaper Association.

Approximately 40,000 children visited a library and read over 120,000 books during the 1989 program. The theme — Read for the Gold — was enhanced by nine touring childrens' entertainers who visited 161 public libraries.

In September, 1989 the Minister of Education presented awards to Ted O'Neill, president of the Saskatchewan Weekly Newspaper Association, and Marilyn Jenkins of the Saskatchewan Library Association. The awards were in recognition of the support these organizations provide towards improving the reading skills of Saskatchewan youngsters.

Training

Several weeks were devoted to training Provincial Library staff on the operation of the Dynix Library System. Thirty-seven people participated in training sessions that addressed cataloguing, circulation, acquisitions, and public access catalogue modules.

Workshops were held for eight public library systems, dealing primarily with training needs in the area of reference services. The two main training needs identified were for a "how to" session on subject request searching and a "hands-on" demonstration of Provincial Library procedures for subject searching.

Training workshops for both Provincial Library staff and staff of client libraries continued to be an ongoing activity.

Bureau of Statistics

The Bureau of Statistics develops and maintains provincial economic data that provides a framework for analyzing the performance of Saskatchewan's economy.

The bureau responded to over 5,000 individual requests for information, an increase of over 1,000 from the previous year. Publications released during the year included the Monthly Statistical Review, the Saskatchewan Economic Review, and the Saskatchewan Economic Statistics.

The bureau is a depository for Statistics Canada publications along with annual reports from government departments and crown corporations. Canada Census data on Saskatchewan is also available.

Support Services

A variety of support services are provided to enable the effective delivery of programs. These include policy and planning, communications, data management, personnel, and legislative services.

Policy and Planning

Overview

Research, evaluative, analytical and advisory services were provided on a broad range of educational policy issues. Assessments and evaluations were also conducted of department programs as well as those delivered by the kindergarten to grade 12 and post-secondary school system.

During 1989-90 a number of projects were undertaken in support of policy development and evaluation. These included:

- research into education indicators for the kindergarten to grade 12 school system;
- completion of a survey of school division personnel and others regarding the Safe Grad Program;
- participation on a project team for the Kindergarten to Grade 12 Gender Equity Advisory Committee;
- preparation of a discussion paper on accessibility to Saskatchewan's post-secondary system for the Kindergarten to Grade 12/Post-Secondary Articulation Committee;
- evaluation of Saskatchewan Education's core grant contract with the Gabriel Dumont Institute of Native Studies and Applied Research;
- assisting with development of an equity plan for the provincial apprenticeship program;
- preparation of the report of the Provincial Working Committee on Adults With Special Needs;
- participation on the Family Policy Working Group, with the Family Foundation; and,
- completion of a survey of Correspondence School non-starters, conducted in cooperation with the Correspondence School and the Sample Survey and Data Bank Unit, University of Regina.

Labour Market Overview Report

The *Saskatchewan Demographic, Economic and Labour Market Overview Report* is prepared annually to provide a summary of provincial population, employment, economic and labour market trends. The information is used to assist various educational institutions in identifying program needs and priorities. The report is published jointly with Employment and Immigration Canada.

Graduate Follow-Up Survey

A survey of SIAST graduates is conducted annually to obtain information on their employment status and the effectiveness of their training program. The results are published in the *Employment Statistics Report* and serve a variety of purposes. For example, students and counsellors use the report in selecting post-secondary programs while institutions use the information for program planning purposes.

Directors of Education Survey and Report

The annual Directors of Education survey provides information to the department and the field on a variety of topics affecting the kindergarten to grade 12 school system. The most recent survey (1988-89) addressed topics such as teacher recruitment, Core Curriculum implementation, program evaluation, and student retention.

Educational Policies Committee

The Educational Policies Committee (EPC) was established in 1987 as an advisory committee to the Deputy Minister of Education. Its primary role is to advise the department on policies relating to kindergarten to grade 12 programs of study, instructional services, and the learning environment. All major provincial education organizations are represented on the committee, with support services provided by Saskatchewan Education.

EPC met three times in 1989-90, and most of its discussions related to *Directions* initiatives such as

Core Curriculum and its implementation. It provided advice on the integration of the common essential learnings and the adaptive dimension into the framework of Core. It reviewed and offered suggestions on two policies under development — the *Alternative Education Policy* and *Gender Equity Policy*.

The committee discussed current projects in kindergarten to grade 12 distance education, and identified critical issues affecting the future of distance education in Saskatchewan. It reviewed two reports — the *Advisory Committee on Heritage Language Report* and the *Report of the Task Force on Multiculturalism*, and discussed their implications for education programs.

EPC also reviewed its terms of reference, and made several changes in order to clarify its role. To better reflect the committee's mandate, its name was changed effective June, 1990 to the Kindergarten to Grade 12 Education Program Policy Advisory Committee (EPPAC).

National Statistics Project

Departments of Education from all provinces and Statistics Canada are collaborating on the classification, collection and interpretation of education-related data. The Council of Ministers of Education, Canada (CMEC) coordinates the project.

The project encompasses both the kindergarten to grade 12 and post-secondary education systems. Technical committees have been established to devise sets of nationally comparable statistics for presentation in an annual publication. In addition, a Protocol for a Canadian Education Statistics program has been signed. It outlines objectives, programs and understandings related to improving statistical information on education and training in Canada.

Liaison with CMEC

Ongoing liaison is maintained with the Council of Ministers of Education, Canada (CMEC).

Saskatchewan Education assisted with development of terms of reference for the First Minister's Human Resource Development Study. This study will assess Canada's current human resource development needs along with those of a twenty-first century knowledge-based economy.

Copyright

A committee representing kindergarten to grade 12 and post-secondary institutions was established to work towards a photocopying license with the Canadian Reprography Collective (CANCOPY). The first meeting between the two groups was held in September, 1989 to share information on copyright and the copying concerns of educators.

Throughout the year, Saskatchewan Education supported the CMEC in its efforts to ensure that revisions to the federal *Copyright Act* take into account the special needs of libraries, educational institutions, and people with disabilities.

Family Symposium

Saskatchewan Education coordinated the education panel for the July, 1989 National Symposium About Families held in Regina.

The symposium was hosted by Saskatchewan and co-sponsored by all the provinces. It was undertaken as a result of a commitment made at the August, 1988 Annual Premiers' Conference in Saskatoon.

The symposium was attended by over 700 delegates from across Canada, and featured nationally and internationally recognized speakers.

The education panel — Education and Families — featured three speakers with expertise and experience in education and community involvement: Dr. Terry Morrison, President of Athabasca University; Keith Cooper, Executive Director of the Childrens' Home in Winnipeg; and Dr. Dorothy Rich, President of the Home and School Institute in Washington, D. C. Topics addressed by the panel included changing family patterns and their impact on schools, and mobilizing community partnerships to support schools and children.

Legislation

Saskatchewan Education administers the legislative and regulatory framework for Saskatchewan's kindergarten to grade 12 and post-secondary school system.

As of June 30, 1990 the Minister of Education was responsible for administering the following legislation:

- *The Ancillary Dental Personnel Education Act;*
- *The Apprenticeship and Trade Certification Act;*
- *The Architects Act;*
- *The Association of School Business Officials of Saskatchewan Act;*
- *The Education Act;*
- *The Institute Act;*
- *The League of Educational Administrators, Directors and Superintendents Act;*
- *The Private Vocational Schools Regulation Act;*
- *The Public Libraries Act, 1984;*
- *The Regional Colleges Act;*
- *The Registered Music Teachers Act;*
- *The Student Assistance and Student Aid Fund Act, 1985;*
- *The Teachers' Dental Plan Act;*
- *The Teachers' Federation Act;*
- *The Teachers' Life Insurance (Government Contributory) Act;*
- *The Teachers' Superannuation Act;*
- *The University of Regina Act;*
- *The University of Saskatchewan Act; and,*
- *The University of Saskatchewan Foundation Act.*

Communications

Saskatchewan Education provides information on department policies and programs to educators, school officials, students and the general public. The department also prepares and produces a wide range of print material for use in the school system.

Major activities in 1989-90 included:

- assisting with development and implementation of communication plans for major campaigns such as the Reading Campaign, the Literacy Campaign and Education Week;
- coordinating special events;
- producing and distributing a wide range of print and non-print materials to increase awareness of kindergarten to grade 12 and post-secondary programs;
- producing print materials for use in the kindergarten to grade 12 school system;
- assisting with the design of a wide variety of print, audio-visual, television and radio production projects;
- designing and coordinating department displays;
- preparing department news releases, speeches and feature articles;
- operating the Inquiry Line, a service used extensively by educators, students and the general public to obtain information on department policies and programs; and,
- providing a media clipping service on education issues.

Information Resources Management

Saskatchewan Education maintains a substantial network of information technology and computer systems. New data bases and automated office systems are developed on an ongoing basis within the department's strategic plan for information technology.

Saskatchewan Education operates the following computer information systems on an ongoing basis:

- CROSSROADS;
- student information system (SIAST, regional colleges);
- student financial assistance;
- apprenticeship and trade certification;
- General Education Development testing program;
- examination and student records system;
- teacher records;
- school grants;
- Correspondence School;
- school records;

- special education;
- Provincial Library; and,
- numerous micro computer based applications.

Major new system development projects completed in 1989-90 included:

- a new examination and student records system for Evaluation and Student Services;
- an inventory and financial management system for the Saskatchewan Book Bureau; and,
- a library automation project with the Provincial Library.

Microcomputers were acquired to upgrade and expand office support systems for the more than 35 departmental program areas. A comprehensive end user training and support strategy was developed and implemented to ensure productive use of microcomputer technology.

Human Resources

Overview

Saskatchewan Education's Human Resources Division provides support services to the department in the areas of personnel administration, payroll administration, labour relations, staff training and development, and employment fairness. The division also provides direct labour relations and compensation services to the regional colleges.

Major Activities

Human Resource Division Efficiencies

An automated leave and attendance system was developed to better track sick leave usage and vacation leave. The system also provides Employment Fairness statistics along with a number of other reports regarding human resource management.

Staff Development

A number of professional/technical staff development events were coordinated internally by the Human Resources Division during the year. The topics and number of participants were as follows: performance management (Coaching for Results) — 108, job skills seminars — 120, employee wellness activities — 313, information sessions — 189, orientation for new employees, supervisors and secondments — 152, technical training — 65, and support staff appreciation day — 170.

Internal facilitators were developed to provide Word Perfect training, occupational health and safety sessions entitled Workplace Hazardous Materials Information System or WHMIS, and Coaching for Results.

Staffing and Classification

Along with day-to-day staffing and classification, monthly on-site services were provided to the major employee units within Regina. In addition, twenty positions in Student Financial Services were classified and/or staffed.

Labour Relations

New contracts were negotiated with the southern unionized regional colleges and Northlands College in La Ronge. The Northlands agreement included the development and implementation of a new classification plan.

Employment Fairness

Employment opportunities were provided for 13 employment fairness candidates in 1989-90, exceeding by two the goal set for the year.

Assistance was provided to Regina high schools to provide work training opportunities for special education students. A member of the division was assigned to the Saskatchewan Government Employees Union/Government Employment Fairness Committee. The committee is charged with negotiating a joint Employment Fairness Plan for submission to the Human Rights Commission.

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Statistics

Table 1
Kindergarten to grade 12 enrolment by grade 1984-90

Grade	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90
Kindergarten	16,375	16,409	16,401	16,650	16,278	15,965
Grade 1	17,162	17,542	17,530	17,503	17,683	17,112
Grade 2	16,109	16,134	16,417	16,410	16,236	16,325
Grade 3	15,732	15,794	15,759	16,010	15,841	15,708
Grade 4	15,192	15,554	15,590	15,595	15,697	15,463
Grade 5	15,140	15,098	15,342	15,498	15,270	15,388
Grade 6	14,889	14,913	14,959	15,113	15,152	14,906
Grade 7	15,249	14,978	15,056	14,960	15,088	15,060
Grade 8	15,032	14,883	14,658	14,647	14,495	14,638
Grade 9	14,862	14,857	14,729	14,492	14,430	14,161
Grade 10	14,494	14,255	14,345	14,440	14,068	14,052
Grade 11	13,160	13,357	13,176	13,218	13,182	12,913
Grade 12	12,884	13,112	13,452	13,473	13,751	13,643
Other	2,947	3,023	2,789	3,134	2,987	2,691
Total	199,227	199,909	200,212	201,143	200,158	198,025

Figures in this table do not include students enrolled in the Correspondence School, private schools, the R.J.D. Williams School for the Deaf, or government-aided schools. Kindergarten students are counted as full time students. Lloydminster students on the Alberta side of the border are excluded.

Table 2
Geographic distribution of kindergarten to grade 12 enrolment, 1984-1990

	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90
Rural	89,924	89,478	88,837	88,499	87,369	85,913
Town & Village	4,584	4,562	4,648	4,597	4,560	4,382
Urban	99,418	100,555	101,411	102,753	102,972	102,426
Northern Saskatchewan	5,301	5,314	5,316	5,294	5,257	5,304
Total	199,227	199,909	200,212	201,143	200,158	198,025

Figures in this tables do not include students enrolled in the Correspondence School, private schools, the R.J.D. Williams School for the Deaf, or government-aided schools. Kindergarten students are counted as full time students. Lloydminster students on the Alberta side of the border are excluded.

Table 3
Enrolments, teachers and schools by school divisions, 1989-90

Rural	Enrolment	Teachers	Schools
Arcola	1,753	112	8
Assiniboia	1,239	86	10
Battle River	1,687	106	9
Battleford	1,414	78	7
Biggar	983	75	9
Blaine Lake	852	69	5
Borderland	1,176	76	5
Broadview	1,450	98	6
Buffalo Plains	2,779	177	11
Canora	971	62	6
Cupar	1,505	98	7
Davidson	1,010	73	8
Deer Park	585	44	6
Eastend	720	57	6
Estevan Rural	974	74	8
Eston-Elrose	1,201	91	7
Gull Lake	708	54	6
Herbert	1,076	83	10
Hudson Bay	1,551	94	7
Humboldt Rural	1,582	120	14
Indian Head	1,739	106	7
Kamsack	1,046	69	7
Kerrobert	1,401	97	8
Kindersley	1,783	110	9
Kinistino	955	68	6
Lanigan	1,149	75	10
Last Mountain	1,535	102	10
Leader	766	61	8
Long Lake	1,288	90	7
Maple Creek	1,104	73	11
Meadow Lake	2,493	152	12
Moosomin	1,432	95	6
Nipawin	2,408	143	9
Northern Lakes	1,556	108	7
Outlook	1,393	96	10
Oxbow	1,239	84	10
Parkland	1,799	125	9
Potashville	2,175	136	12
Prairie View	1,101	81	7
Prince Albert Rural	2,044	129	13
Radville	625	53	7
Regina (East)	1,132	77	7
Rosetown	1,515	106	10
Saskatchewan Valley	4,244	257	16
Saskatoon (East)	2,146	136	10
Saskatoon (West)	2,645	171	14
Shamrock	1,496	94	7
Shaunavon	1,014	76	10
Swift Current Rural	1,028	77	9
Thunder Creek	1,316	88	10
Tiger Lily	1,231	82	7
Timberline	1,127	75	7
Tisdale	1,784	115	10
Turtleford	1,319	86	8
Wadena	2,027	121	12
Wakaw	1,328	91	7
Weyburn Central	749	52	7
Wilkie	1,290	87	9
Wood River	877	64	11
Yorkdale	1,398	93	11
Total	85,913	5,728	522

Rural, Town and Village	Enrolment	Teachers	Schools
Big Butte	0	0	0
Christ King	139	9	1
Estlin	0	0	0
Grand Coulee	101	4	1
Gray	12	1	1
Lemberg	133	10	1
Mankota Our Lady Fatima	51	3	1
Neudorf	121	10	1
Paynton	93	8	1
Pense	135	8	1
St. Alphonse	56	3	1
St. Gabriels	229	13	1
St. Olivier	111	7	1
Spiritwood RCS	121	8	1
Unity	248	14	1
Wilcox	51	3	1
Wilcox St. Augustine	0	0	0
Wilkie St. George	200	12	1
Balcarres	369	28	2
Gravelbourg	396	28	2
Grenfell	412	26	2
Humboldt Public	214	14	1
Humboldt Separate	571	42	2
Humboldt High	353	21	1
Wolseley	266	19	2
Total	4,382	291	27

(continued on next page)

Table 3 continued
Enrolments, teachers and schools by school divisions, 1989-90

City	Enrolment	Teachers	Schools
Estevan Public	1,173	81	6
Estevan Separate	612	43	4
Estevan Comp	580	34	1
Lloydminster Public	1,244	75	10
Lloydminster Separate	537	35	4
Melfort	1,257	73	4
Melville Public	479	26	3
St. Henry's	400	24	1
Melville Comp	588	38	1
Moose Jaw Public	4,983	308	15
Moose Jaw Separate	1,575	105	6
North Battleford Public	2,068	128	6
North Battleford Separate	1,676	99	5
Prince Albert Public	4,055	237	12
Prince Albert Separate	2,530	160	9
Prince Albert Comp	1,634	85	1
Regina Public	24,575	1,437	64
Regina Separate	9,642	529	31
Saskatoon Public	21,461	1,316	53
St. Paul's	12,684	757	39
Swift Current Public	2,031	133	8
Swift Current Separate	270	17	2
Swift Current Comp	912	47	1
Weyburn Public	1,608	97	6
Weyburn Separate	429	23	2
Yorkton Public	2,463	155	8
Yorkton Separate	960	48	4
Total	102,426	6,110	306

Northern Saskatchewan	Enrolment	Teachers	Schools
Creighton	459	28	2
Ile-a-la-Crosse	400	20	1
Northern Lights	4,445	280	30
Total	5,304	328	33
Provincial Total	198,025	12,457	888

Table 4
Kindergarten to grade 12 enrolment by grade and geographic distribution, 1989-90

Grade	Rural divisions	Village and town divisions	City divisions	Northern Sask. schools	Special schools	Independent schools	Total
Kindergarten	6,546	392	8,489	538	0	89	16,054
Grade 1	7,199	455	8,814	644	0	94	17,206
Grade 2	7,173	413	8,206	533	0	113	16,438
Grade 3	7,066	396	7,747	499	0	103	15,811
Grade 4	7,022	412	7,579	450	0	111	15,574
Grade 5	7,127	404	7,476	381	0	104	15,492
Grade 6	6,820	377	7,341	368	11	103	15,020
Grade 7	7,101	389	7,169	401	16	124	15,200
Grade 8	6,810	274	7,227	327	19	148	14,805
Grade 9	6,642	232	7.004	283	24	357	14,542
Grade 10	5,858	209	7,694	291	24	443	14,519
Grade 11	5,175	188	7,404	146	15	513	13,441
Grade 12	4,834	194	8,481	134	11	594	14,248
Other	540	47	1,795	309	180	0	2,871
Total	85,913	4,382	102,426	5,304	300	2,896	201,221

Figures in this table do not include students enrolled in the R.J.D. Williams Pronvincial School for the Deaf, or Lloydminster students on the Alberta side of the border.

Statistics

Table 5
Enrolment for independent schools, 1984-90

Year	Independent high schools	Independent elementary programs	Total	Enrolment
1984-85	10	35	45	2,826
1985-86	9	36	45	2,944
1986-87	9	37	46	3,084
1987-88	9	37	46	3,121
1988-89	9	39	48	3,072
1989-90	8	33	41	2,896

Table 6
Grants to universities, 1984-90

	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90
Capital grants	$11,952,000	$19,370,000	$28,400,000	$23,480,000	$23,988,000	$50,360,000
Operating grants	132,501,000	139,379,000	143,560,000	143,560,000	146,432,000	149,360,000
Total	$144,453,000	$158,749,000	$171,960,000	$167,040,000	$170,420,000	$199,720,000

Table 7
University enrolment, degree programs, 1984-90

	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90*
University of Saskatchewan	14,420	14,487	15,216	14,812	14,746	14,982
University of Regina	6,371	6,354	6,607	6,868	6,964	7,243
Total	20,791	20,841	21,823	21,680	21,710	22,225

All figures include full-time equivalent students.
*Estimates for 1989-90.

Table 8
Indentures, completions and cancellations by trade, 1989-90

Trade	Number of apprentices July 1/89	Indentures	Cancellations	Completions	Number of apprentices June 30/90
Agricultural machinery technician	68	39	0	9	98
Barber-stylist	1	0	0	0	1
Boilermaker	16	3	0	3	16
Bricklayer	37	8	1	3	41
Carpenter	463	79	119	49	374
Cement finisher	23	8	7	0	24
Cook	68	65	17	15	101
Cosmetologist	53	62	0	7	108
Crane and hoist operator	5	1	1	0	5
Drywall and acoustical mechanic	0	0	0	0	0
Electrician	445	104	42	62	445
Electronics technician (consumer products)	13	4	0	1	16
Glassworker	7	1	4	1	3
Heavy duty equipment mechanic	191	30	52	32	137
Industrial instrument mechanic	32	21	0	6	47
Industrial mechanic (millwright)	90	23	7	11	95
Insulator	1	0	0	0	1
Machinist	67	38	7	9	89
Motor vehicle body repairer	172	49	18	23	180
Motor vehicle mechanic	501	111	91	70	451
Painter and decorator	7	3	1	0	9
Plasterer	0	0	0	0	0
Plumber	270	47	33	37	247
Power lineman	118	37	27	15	113
Refrigeration mechanic	72	14	9	7	70
Roofer	13	25	1	0	37
Sheet metal worker	103	28	17	10	104
Sprinkler system installer	15	3	1	1	16
Steamfitter/pipefitter	52	4	8	0	48
Tilesetter	6	2	3	1	4
Truck and transport mechanic	35	25	3	1	56
Welder	115	49	23	13	128
Total	3,059	883	492	386	3,064

Table 9
Indentures, completions, cancellations and apprentices under contract, 1985-86 to 1989-90

Year	Indentures	Completions	Cancellations	Number of apprentices
1985-86	785	415	853	3,613
1986-87	689	414	473	3,415
1987-88	736	413	549	3,189
1988-89	811	228	713	3,059
1989-90	883	386	492	3,064

Table 10
Enrolment in apprenticeship technical training courses by trade and stage of training, 1989-90

Trade	All Levels	Enrolment Levels			
		First	Second	Third	Fourth
Agricultural machinery technician	54	10	9	24	11
Barber-stylist	N/A	N/A	N/A	N/A	N/A
Boilermaker	9	4	5	0	N/A
Bricklayer	24	6	10	8	N/A
Carpenter	221	73	53	47	48
Cement finisher	17	10	4	3	N/A
Cook (day release)	49	31	9	9	N/A
Cook (traditional)	16	6	4	6	N/A
Cosmetologist	N/A	N/A	N/A	N/A	N/A
Crane and hoist operator	N/A	N/A	N/A	N/A	N/A
Drywall and acoustical mechanic	N/A	N/A	N/A	N/A	N/A
Electrician	271	71	57	68	75
Electronics technician (consumer products)	5	N/A	N/A	2	3
Glassworker	1	N/A	N/A	N/A	1
Heavy duty equipment mechanic	97	10	10	37	40
Industrial instrument mechanic	39	12	11	9	7
Industrial mechanic (millwright)	54	21	10	11	12
Insulator	N/A	N/A	N/A	N/A	N/A
Machinist	46	7	6	25	8
Motor vehicle body repairer	59	18	9	32	N/A
Motor vehicle mechanic	305	68	42	90	105
Painter and decorator	2	N/A	2	N/A	N/A
Plasterer	N/A	N/A	N/A	N/A	N/A
Plumber	192	51	59	43	39
Power lineman	83	30	14	16	23
Refrigeration mechanic	59	12	17	2	9
Roofer	29	21	7	1	N/A
Sheet metal worker	71	23	19	17	12
Sprinkler system installer	8	0	3	5	N/A
Steamfitter/pipefitter	19	0	12	5	2
Tilesetter	1	1	0	0	N/A
Truck and transport mechanic	28	8	10	10	N/A
Welder	58	26	12	20	N/A
Total	1,817	519	394	409	395

N/A = Technical training is either not applicable or not available for the trade or a particular level of the trade.

Table 11
Interprovincial standards examinations, 1988-1990

Trades	1988-89		1989-90	
	Number examined	Number passed	Number examined	Number passed
Boilermaker	1	2	9	9
Bricklayer	8	1	10	10
Carpenter	87	55	89	61
Cook	40	25	31	30
Cosmetologist	53	43	75	73
Electrician	113	80	109	73
Electronics technician (consumer products)	2	1	3	1
Glassworker	0	0	1	1
Heavy duty equipment mechanic	40	42	58	53
Industrial instrument mechanic	18	15	16	10
Industrial mechanic (millwright)	27	20	21	20
Machinist	29	19	11	9
Motor vehicle body repairer	42	21	37	32
Motor vehicle mechanic	106	81	101	86
Painter and decorator	3	4	4	3
Plumber	15	9	24	18
Power lineman	0	0	11	5
Refrigeration mechanic	2	2	5	5
Roofer	2	1	1	1
Sheet metal worker	14	17	15	15
Sprinkler system installer	1	4	0	0
Steamfitter/pipefitter	12	11	6	6
Truck and transport mechanic	14	9	6	3
Welder	23	14	105	81
Total	652	476	748	605

Statistics

Table 12
Tradesman upgrading and journeyman updating, July 1, 1989 to June 30, 1990

The figures represent the training that has been scheduled. They do not necessarily reflect actual enrolment.

Trades	Tradesmen upgrading	Journeymen updating
Barber-stylist/cosmetologist	0	66
Boom truck (proficiency)	99	0
Carpenter	36	56
Cement finisher	38	17
Cook	0	8
Cosmetologist	1	0
Crane and hoist operator	24	0
Electrician	11	221
Electronics technician (consumer products)	0	0
Heavy duty equipment mechanic	1	80
Industrial instrument mechanic	0	0
Industrial mechanic (millwright)	0	83
Machinist	0	0
Motor vehicle body repairer	1	150
Motor vehicle mechanic	1	374
Painter and decorator	2	0
Plumber	4	0
Power lineman*	0	0
Refrigeration mechanic	0	11
Roofer	0	0
Sheet metal worker	0	20
Steamfitter/pipefitter	1	89
Truck and transport	0	24
Welder	96	134
Total	315	1,333

*Training for boom trucks applies to both the crane and hoist operator and power lineman trades.

Table 13
Canadian Job Strategy skill shortages/ investment trainees by occupation April 1, 1989 to March 31, 1990

Occupation	Number of Trainees
Agricultural machinery technician	6
Aircraft mechanic	4
Business management	4
Computer operator	903
Cook	82
Crane operator	3
Dental technician	7
Electrical engineering technologist	8
Farm worker	54
General manager	67
Heavy duty equipment mechanic	31
Machinist	27
Meatcutter	16
Miscellaneous labouring	77
Motor vehicle body repairer	79
Motor vehicle mechanic	302
Partsperson	23
Printing press operator	6
Radio announcer	15
Total	1,714

Table 14
Canadian Job Strategy program attestations and monitors April 1, 1989 to March 31, 1990

	Number of attestations	Number of monitors
Skill shortages	592	480
Skill investment	843	506
Job entry	65	46
Job development	128	49
Total	1,628	1,081

Statistics

Table 15
Vocational rehabilitation of disabled persons (VRDP) program: training area and enrolment, 1988-90

Training area	1988-89 Enrolment	1989-90 Enrolment
Universities	182	173
Technical institutes	345	305
Regional colleges	35	47
Trade schools	45	44
Special training centres	147	186
Other training services	19	29
Training-on-the-job	28	21
Out-of-province training	30	31
Foreign training	10	10
Total	841	846

Table 16
Registered private vocational schools — enrolment by program, 1988-89

Programs	Number of schools (1989)	1988 enrolment	1989 enrolment
Auctioneer	-	3	-
Aviation	4	42	59
Bartending	1	61	67
Beauty culture	9	464	364
Broadcasting	2	149	103
Business/computer	21	3,150	2,846
Crane and hoist	1	-	211
Design and sewing	1	20	13
Electrolysis	1	18	7
Esthetics	4	92	87
Hospitality industry	1	-	11
Income tax	2	157	273
Life skills	6	330	509
Massage therapy	1	-	94
Musician	1	38	42
Saskatchewan Safety Council	1	621	529
Security	1	109	41
Shoe repair	1	-	2
Truck driver	1	-	19
Total	59	5,254	5,247

Enrolment figures are for 1988 and 1989 calendar years.

Table 17
Registered private vocational schools — enrolment by school, 1989 (January 1 - December 31, 1989)

School	Enrolment
Abe and Don Enterprises	64
Academy of Esthetics	8
Academy of Security Education	41
Artistique Beauty College Co. Ltd.	20
Avant-Garde College of Esthetics	24
Bridge City College Ltd.	79
Broxbourne	0
B.S.D. Training and Resources Ltd.	256
Career Development Institute	38
CompuCollege, Regina	315
CompuCollege, Saskatoon	416
Expressions Academy of Hair Design	10
Fine Art Bartending School	67
Flanders Footware Techniques	2
Gateway	324
Hair Design Academy	29
Heinze Institute of Applied Computer Technology	21
Hi-Tech School of Human Excellence	21
Hospitality Management Institute	11
H & R Block	130
Life Management Centre	28
Marca Hairstyling School	39
Marvel, Regina	56
Marvel, Saskatoon	128
McKay Tech Inc.	149
MCT Micro Computer Training	35
Michel-Alynn School of Esthetics and Cosmetology Ltd.	14
Mitchinson Flying Service Ltd.	31
National Training Institute	0
Ontrac Training	134
Performance Development and Training	27
Permar Academy of Hair Design Ltd.	9
Prairie Broadcast Training Institute	47
Prince Albert Aviation Service Ltd.	9
Prince Albert Business College	84
Professional Careers Inc.	11
Professional Musicians College	42
Reeves Business College	38
Regina Flying Club	8
Regina Open Door	23
Reliance College of Business	129
Richards Beauty College Ltd.	57
Robertson Career College - Regina	130
Robertson Career College - Saskatoon	236
Ron's Truckers	19
Saskatoon Business College Ltd.	564
Saskatoon Flying Service Ltd.	11
Saskatchewan Safety Council	529
Smart	61

(continued on next page)

Table 17 continued
Registered private vocational schools — enrolment by school, 1989 (January 1 - December 31, 1989)

School	Enrolment
Southwest Academy of Cosmetology	16
St. Tropezz School of Estheticianal Artistry	41
Universal Career College	167
U & R Tax Services	143
Western Academy Broadcasting College Ltd.	56
Western College of Business Inc.	28
Western Trade Training Institute	211
Yorkton Open Door Society	41
Yvonne Yuen Design and Sewing School	13
Zodiac The Electrolysis Training Centre and Clinic	7
Total	5,247

Table 18
Grants to regional colleges, 1989-90

Regional College	1989-90 Fiscal Year
Carlton Trail	$600,840
Cumberland	531,205
Cypress Hills	617,383
Lakeland	155,819
Northlands College	877,057
North West	647,976
Parkland	667,476
Prairie West	589,485
Southeast	826,781
Total	$5,514,021

Table 19
Regional colleges: enrolment by type of program, 1989-90

Program Type	CT	C	CH	LC	NC	NW	P	PW	SI	SE	Total
Agriculture	184	177	105	0	0	279	508	860	0	81	2,194
Apprenticeship	0	0	0	0	0	0	0	0	0	0	0
English Language Training	0	0	16	0	0	11	14	0	0	4	45
Family/Community Dev.	267	0	434	0	0	257	77	543	12	1,493	3,083
General Educational Development	129	22	13	82	79	281	254	131	173	198	1,362
Health & Fitness	567	337	726	19	51	166	536	543	0	844	3,789
Home Skills	151	63	47	3	30	44	283	542	0	353	1,516
Institute Certificate	647	66	85	0	112	71	116	111	32	302	1,542
Institute Diploma	0	5	0	0	37	36	0	0	0	62	140
Literacy	0	175	80	0	227	148	341	218	0	0	1,189
Personal & Career	884	598	1,312	49	479	1,411	1,208	543	149	2,469	9,102
Personal Life Skills Development	0	0	0	0	10	11	38	0	0	34	93
Pre-Employment/Indentured Trades	0	12	1	0	50	10	12	0	52	47	184
Pre-Employment/Non-Indentured Trades	0	0	10	0	367	8	18	133	0	435	971
Training in Industry	76	0	68	0	0	4	43	73	25	59	348
University Classes	119	135	287	30	34	345	455	168	14	363	1,950
Vocational Preparation	84	120	119	47	380	337	296	197	173	209	1,962
Total	3,108	1,710	3,303	230	1,856	3,419	4,199	4,062	630	6,953	29,470

CT: Carlton Train; C: Cumberland; CH: Cypress Hills; LC: Lakeland College; NC: Northlands College; NW: North West; P: Parkland; PW: Prairie West; SI: Saskatchewan Indian; SE: Southeast.

Note: Adult Basic Education (ABE) refers to the following programs/courses: English Language Training, General Educational Development (GED), Literacy, Personal Life Skills, and Vocational Preparation.

Lakeland College statistics are for Saskatchewan students enrolled in Saskatchewan programs.

Statistics

Table 20
Regional colleges: training days by type of program, 1989-90

Program Type	CT	C	CH	LC	NC	NW	P	PW	SI	SE	Total
Agriculture	1,816	1,653	102	0	0	2,072	2,776	5,390	0	254	14,063
Apprenticeship	0	0	0	0	0	0	0	0	0	0	0
English Language Training	0	0	1,324	0	0	1,175	1,120	0	0	80	3,699
Family/Community Dev.	5,132	0	677	0	0	718	141	1,174	72	1,187	9,101
General Educational Development	210	79	83	130	94	623	527	228	4,349	334	6,657
Health & Fitness	1,373	708	1,325	61	137	353	810	1,174	0	1,800	7,741
Home Skills	214	50	46	13	158	190	358	1,174	0	552	2,755
Institute Certificate	20,125	5,427	5,664	0	10,205	6,571	5,352	17,521	6,000	7,198	84,063
Institute Diploma	0	44	0	0	5,225	216	0	0	0	7,214	12,699
Literacy	0	2,738	775	0	66,492	3,300	5,654	1,099	0	0	80,058
Personal & Career	9,457	3,503	3,662	141	56,314	8,630	4,594	1,174	13,931	9,835	111,241
Personal Life Skills Development	0	0	0	0	1,050	920	5,420	0	0	5,248	12,638
Pre-Employment/Indentured Trades	0	1,200	40	0	4,415	1,800	1,920	0	8,475	4,799	22,649
Pre-Employment/Non-Indentured Trades	0	0	1,050	0	24,102	960	3,220	1,561	0	3,974	34,868
Training in Industry	90	0	76	0	0	4	143	379	3,710	30	4,432
University Classes	1,260	1,576	3,480	338	355	3,594	6,345	2,173	3,494	3,836	26,451
Vocational Preparation	12,810	14,145	9,396	7,050	62,660	56,149	51,540	4,329	25,950	21,496	265,525
Total	52,487	31,123	27,700	7,733	231,207	87,275	89,920	37,377	65,981	67,837	698,640

CT: Carlton Train; C: Cumberland; CH: Cypress Hills; LC: Lakeland College; NC: Northlands College; NW: North West; P: Parkland; PW: Prairie West; SI: Saskatchewan Indian; SE: Southeast.

Note: Adult Basic Education (ABE) refers to the following programs/courses: English Language Training, General Educational Development (GED), Literacy, Personal Life Skills, and Vocational Preparation.

Lakeland College statistics are for Saskatchewan students enrolled in Saskatchewan programs.

Table 21
Enrolment in French language programs, 1989-90

Program	Kindergarten	Grades 1-3	Grades 4-6	Grades 7-9	Grades 10-12	Total
French language schools for Fransaskois	157	448	363	254	129	1,351
Immersion/bilingual for Anglophones	1,578	3,936	2,753	1,174	561	10,002
Core French	2,823	24,985	31,819	34,354	13,437	107,418
Total	4,558	29,369	34,935	35,782	14,127	118,771

Table 22
Educational services to children with disabilities, 1989-90

Special Services	Nature of Handicap						
	TMR	VI	HI	OH	CHI	MH	Total
Special Equipment	-	-	10	6	2	1	19
Consultant with equipment	-	2	3	11	-	-	16
Teacher aide	152	21	28	60	64	134	459
Itinerant teacher	18	18	57	19	15	20	147
Resource room	125	41	118	41	87	28	440
Part-time special class	51	5	9	12	11	38	126
Full-time special class	245	8	34	36	9	100	432
Special school	79	1	5	6	2	110	203
Developmental Centre	17	-	2	1	-	140	160
Special boarding school	7	-	-	-	-	3	10
Homebound instruction	1	1	-	-	5	6	13
Other	6	4	5	10	6	7	37
Sub-Total	701	101	270	202	201	587	2,062
Severely learning disabled							6,745
Severely socially, emotionally or behaviourally disabled							480
Total							9,287

TMR: Trainable Mentally Retarded; VI: Visually Impaired; HI: Hearing Impaired; OH: Orthopaedically Handicapped; CHI: Chronic Health Impaired; MH: Multiple Handicapped.

Table 23
Summary of northern training programs delivered by Northlands College, 1989-90

Course	Programs	Enrolment	Student training days	Direct cost
Adult basic education				
Grade 0-10	1	7	1,085	$ 29,716
Grade 1-10	1	15	2,325	34,309
Grade 5-10	6	66	10,230	197,915
Grade 8-10	2	22	3,410	63,534
Grade 8-12	6	87	15,128	300,868
Grade 11-12	1	19	3,306	53,074
Literacy 0-8	1	12	1,212	5,952
Learning centres	6	314	-	170,930
Mother tongue (literacy)	10	-	-	1,178
Driver ed theory	-	-	-	1,382
Total	34	542	36,696	$858,858

(continued on next page)

Table 23 continued
Summary of northern training programs delivered by Northlands College, 1989-90

Course	Programs	Enrolment	Student training days	Direct cost
Skill training				
Geophysics field assistant	1	3	186	$ 10,703
Business management	1	2	202	14,493
Special RCMP constable training	1	-	-	13,800
Eagle Nest Golf Course training	1	-	-	24,000
Pilot training	1	-	-	14,800
Mine/mill worker training	1	-	-	19,537
La Loche road building project	-	-	-	25,000
Total	6	5	388	$122,733

Table 24
Northern occupational training programs, 1989-90

Program	People trained
Native Career Development Program	369
Northern Economic Development Subsidiary Agreement	31
Opportunities '88	18
Special Agriculture and Rural Development Agreement	701
Northern Education Task Force	1,065
Total	2,184

Table 25
Funding for northern training programs, 1989-90

Adult Basic Education	$858,858
Skill Training	122,333
Northern Training Program Allowance	77,132
Sponsored Program Support	135,000
Buffalo Narrows operating	541,035
Other programs — design and development costs	768,424
Northern Education Task Force and initiatives	1,137,191
Total	$3,639,973

Table 26
Non-Status Indian and Metis (NSIM) program — budget expenditures, 1989-90

Training institution	Program and allowances	Program support	Total
Carlton Trail Regional College	$77,130	$16,051	$93,181
Cumberland Regional College	286,968	29,188	316,156
Cypress Hills Regional College	22,553	10,451	33,004
Lakeland College	108,805	17,051	125,856
North West Regional College	903,461	83,051	986,512
Parkland Regional College	345,149	53,050	398,199
Prairie West Regional College	70,968	18,051	89,019
Southeast Regional College	245,919	22,051	267,970
SIAST - Kelsey Campus	466,887	66,785	533,672
SIAST - Palliser Campus	147,057	25,351	172,408
SIAST - Wascana Campus	459,588	72,970	532,558
SIAST - Woodland Campus	950,844	13,750	964,594
Total	$4,085,329	$427,799	$4,513,128

Table 27
Correspondence School — high school enrolment, 1989-90

	Grade 9	Grade 10	Grade 11	Grade 12	Total
Adults	90	285	428	1,321	2,124
School age	505	1,408	1,058	1,161	4,133
Total Students	595	1,693	1,486	2,483	6,257
Type A service	843	2,471	2,219	3,523	9,056
Type B service	428	169	182	865	1,644
Total (A and B)	1,271	2,640	2,401	4,388	10,700

Type A service refers to the number of students registered for full instruction. Line 4 above displays the total number of courses for which these students were enrolled.

Type B service refers to the number of correspondence courses purchased by teachers, school boards and regional colleges for use as teaching aids and for students taught in local schools with the aid of correspondence courses.

Statistics

Table 28
Certification, College of Education students, 1989-90

Certificates	Number issued
Standard "A"	0
Standard "B"	1
Professional "A"	738
Professional "B"	3
Vocational	10
Technical	0
Total	752
Probationary Certificates as of May 25, 1990 (substitutes = 180)	233

Figures provided are for the period April 1, 1989 to March 31, 1990.

Table 29
Kindergarten to grade 12 teaching staff, 1984-90

Year	Teachers	Net increase or decrease
1984-85	12,078	+79
1985-86	12,077	-1
1986-87	12,557	+480
1987-88	12,353	-204
1988-89	12,378	+25
1989-90	12,457	+79

Since 1985, teachers employed by the Lloydminster School Division and Lloydminster Roman Catholic Separate School Division have been prorated to the proportion that Saskatchewan students represent of total enrolment in Lloydminster school divisions. These figures include central office professional staff, superintendents, directors and consultants, but not Department of National Defence and government-aided schools.

The 1989-90 total includes 1,483 part time and 150 out-of-scope staff.

Table 30
Kindergarten to grade 12 teachers employed, 1989-90

Class	Rural divisions	Village and town divisions	City divisions	Northern divisions	Total
VI	213	9	597	11	830
V	1,165	61	1,613	55	2,894
IV	3,487	168	3,400	201	7,256
III	353	29	228	49	659
II	404	21	209	5	639
I	8	1	6	0	15
C	12	1	0	1	14
Other	86	1	57	6	150
Total	5,728	291	6,110	328	12,457

Statistics

Table 31
Kindergarten to grade 12 teachers' average salaries, 1984-90

Year	Salary grid	Average salary ($)
1984-85	1985	33,675
1985-86	1986	34,988
1986-87	1986	35,075
1987-88	1986	35,411
1988-89	1987	36,474
1989-90	1989	38,334

Table 32
Kindergarten to grade 12 teachers' average salaries, 1989-90

Class	Rural divisions	Town and village divisions	City divisions	Northern divisions	Total average
VI	$45,418	$45,933	$45,782	$44,713	$45,675
V	40,645	40,748	41,542	39,728	41,126
IV	37,474	37,265	37,956	34,602	37,605
III	31,229	31,379	31,113	29,471	31,022
II	28,138	28,598	28,130	27,211	28,138
I	27,153	0	13,866	0	21,838
C	19,928	0	0	19,928	19,928
Total Average	$37,577	$37,435	$39,284	$34,897	$38,334

Table 33
Kindergarten to grade 12 teachers — percentage distribution by classification, 1989-90

Classification	Percentage
VI	6.67
V	23.23
IV	58.25
III	5.29
II	5.13
I	0.12
C	0.11
Other	1.20

Table 34
Capital project value, 1989-90

New construction value	$22,121,838
Renovation value	14,347,449
Roof repairs	4,847,182
Consultant fees	3,348,293
Unfixed furniture and external works allowances	1,671,283
Site and other costs	1,235,355
Total	$47,571,400

Statistics

Table 35
Grants to kindergarten to grade 12 schools, 1984-90

Grants to schools	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90
Operating	$349,432,069	$328,347,200	$332,166,620	$330,228,500	$336,831,400	$349,825,000
Building and repairs	11,985,260	12,259,700	0	0	0	0
Long-term debt and capital downpayment	0	56,301,470	58,438,910	62,000,000	63,513,500	67,634,500
Education development fund	0	6,700,000	26,200,000	13,750,000	13,750,000	13,750,000
Total	$361,417,329	$403,608,370	$416,805,530	$405,978,500	$414,094,900	$431,209,500

Prior to 1985-86, long-term and capital downpayments were included in operating.
Starting in 1986-87, building and repairs were paid by the Saskatchewan Property Management Corporation.

Table 36
1989 revenue fund receipts and disbursements for all kindergarten to grade 12 schools under the administration of Saskatchewan Education

	Northern divisions	Town and village divisions	City divisions	Rural divisions	Total
Revenue					
Net proceeds of taxes and grants in lieu of taxes	$3,069,176	$7,767,082	$210,658,062	$190,594,953	$412,089,273
Provincial grants	25,342,553	10,641,757	173,574,073	218,348,115	427,906,498
Tuition fees	3,043,468	1,736,866	32,601,075	12,823,531	50,204,940
Other educational services	244,045	0	1,126,842	2,865	1,373,752
Ancillary services	693,298	10,655	2,207,557	739,276	3,650,786
Miscellaneous revenue	1,693,604	340,049	10,315,210	4,193,332	16,542,195
Total revenues	$34,086,144	$20,496,409	$430,482,819	$426,702,072	$911,767,444
Expenditures					
Administration	$1,848,216	$685,523	$9,120,595	$12,157,695	$23,812,029
Instruction	18,132,594	12,560,479	293,546,543	255,866,470	580,106,086
Plant operation and maintenance	5,483,998	1,803,335	53,040,655	37,443,044	97,771,032
Payments to other divisions	2,885,752	1,881,900	16,771,123	15,406,785	36,945,560
Conveyance and related services	878,434	1,089,116	7,990,938	53,513,611	63,472,099
Ancillary services	1,199,329	4,793	2,531,850	277,988	4,013,960
Annual debt charges	2,877,952	1,1511,813	31,157,022	36,402,168	71,948,955
Contributions to capital	759,089	124,231	4,420,807	2,263,530	7,567,657
Reserves	29,264	211,302	3,354,259	4,369,055	7,963,880
Other educational services	0	0	1,335,518	30,418	1,365,936
Special projects	594,934	525,621	6,905,441	9,868,935	17,894,931
Total expenditures	$34,689,562	$20,398,113	$430,174,751	$427,599,699	$912,862,125

Statistics

Table 37
1989 statement of assets and liabilities for all kindergarten to grade 12 schools under the administration of Saskatchewan Education

	Northern divisions	Town and village divisions	City divisions	Rural divisions	Total
Capital assets					
Land, buildings and equipment	$27,676,799	$25,439,180	$533,775,597	$570,869,244	$1,157,760,820
Other capital assets	10,253,462	203,753	23,816,310	20,335,660	54,609,185
Revenue assets					
Cash on hand and in bank	8,880,307	3,166,864	8,999,319	32,097,268	53,143,758
Due from taxes	1,730,465	1,339,585	13,648,386	36,242,226	52,960,662
Due from grants	158,018	129,449	3,048,074	3,915,739	7,251,280
Accounts receivable	503,103	160,680	5,768,635	4,724,642	11,157,060
Other assets	396,184	586,698	38,973,343	3,461,801	43,418,026
Total assets	$49,598,338	$31,026,209	$628,029,664	$671,646,580	$1,380,300,791
Capital liabilities					
Debentures not due	$12,214,294	$4,169,630	$113,242,880	$96,333,421	$225,960,225
Other capital liabilities	5,991,819	509,409	10,629,611	16,073,793	33,204,632
Revenue liabilities					
Bank overdraft and loans	0	94,434	5,563,006	12,931,283	18,588,723
Deferred teachers salaries	134,686	216,119	2,692,813	5,338,253	8,381,871
Accounts payable	1,331,743	552,330	9,743,135	7,967,138	19,594,346
Debentures overdue	286,641	3,462	978,445	777,242	2,045,790
Other revenue liabilities	6,183,393	702,446	15,859,178	15,664,16	38,409,184
Total liabilities	$26,142,576	$6,247,830	$158,709,068	$155,085,297	$346,184,771
Debentures registered in 1988-89					$22,344,000

Table 38
Board of education operating expenditures, 1988-89

	1988	1989	($ millions) increase	% increase
Gross expenditure	866.5	912.9	46.4	5.4
Exclude payments to other divisions	831.1	876.0	44.9	5.4

The following is a comparison of some expenditure categories:

	1988	1989	($ millions) increase	% increase
Instruction	551.5	580.1	28.6	5.2
Plant operation and maintenance	93.7	97.8	4.1	4.4
Administration	22.5	23.8	1.3	5.8
Conveyance and related services	61.1	63.5	2.4	3.9

Statistics

Table 39
Interlibrary loans, 1988-90

	1988-89	1989-90
Total author/title requests received	68,152	66,198
• Requests from public libraries	57,906	54,285
• Requests from government special libraries	8,269	9,745
• Requests from out-of-province	1,977	2,168
• Requests filled by Provincial Library	19,287	16,088
• Requests filled in-province	56,373	57,210
• Requests sent out-of-province	11,779	10,591

Table 40
Subject requests, 1988-90

	1988-89	1989-90
• Reference questions	6,559	4,892
• Computer searches - total	889	831
• Public libraries	592	602
• Saskatchewan government	230	717
• Library Science reference questions	646	443
• Others	67	58

Table 41
Library circulation, 1988-90

	1988-89	1989-90
Total circulation	151,224	131,145
• Large print	34,793	31,802
• Multilingual	36,690	32,866
• Northern collection	10,948	-
• Library Science books	898	1,151
• Last copy	332	373
• Talking books (includes all A/V)	5,494	5,895
• Photocopy requests	4,408	2,108
Reserves	1,470	1,787
Renewals	18,168	13,273

Table 42
Cataloguing, 1988-90

	1988-89	1989-90
Requests for cataloguing	37,346	48,290
Provincial Library		
New titles catalogued	6,275	6,624
Total books and audio visual added to collection	8,952	7,790
Regional Libraries		
New titles	13,734	14,028
Titles re-accessed for location additions	11,878	17,724
Saskatoon Public Library (*)		
New titles catalogued	8,809	14,711
Regina Public Library (*)		
New titles catalogued	13,677	11,736

(*)Cataloguing input locally using the Cataloguing Support System. Statistics on titles re-accessed for location additions not available.

(*)Municipal libraries input titles locally and pay for products directly.

Table 43
Automated cataloguing costs, 1989-90

Library	Titles	Processing and communications	Cost per title	Product cost	Total cost
Provincial Library**	6,624	$30,134	$4.77	$2,633	$32,767
Regional Libraries	14,028	64,728	4.61	26,662	91,390
Saskatoon Public Library	14,711	65,176	4.43		65,176
Regina Public Library	11,736	55,147	4.69		55,147
Total amount paid by Provincial Library.					$244,480

** Provincial Library cost includes interlibrary loan location searching.